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ONTARIO SCHOOLS

INTERMEDIATE AND SENIOR DIVISIONS

(GRADES 7-12/OAC'S)

PROGRAM AND DIPLOMA

REQUIREMENTS

DRAFT: February 25, 1983

ONTARIO SCHOOLS: INTERMEDIATE AND SENIOR DIVISIONS

TABLE OF CONTENTS

1. INTRODUCTION

1.1 Purpose of the Document
1.2 Continuity from P1J1 (The Formative Years)

2. EXPECTATIONS OF THE SCHOOL SYSTEM

2.1 A Shared Responsibility
2.2 Curriculum Priorities
2.3 The Goals of Education
2.4 Achievement of Goals
2.5 Interaction Between the School and the Community
2.6 Provision of School Programs
2.7 Sex Equity
2.8 The School Year

3. SCHOOL CURRICULUM AND STUDENT PROGRAMS: GRADES 7 AND 8

3.1 The Program in Grades 7 and 8
3.2 The Learning Process
3.3 The Planning Process
3.4 Minimum Time Allocations in Grades 7 and 8
3.5 Guidance and Counselling
3.6 Exceptional Pupils in Grades 7 and 8
3.7 Heritage Language Programs in Grades 7 and 8

4. SCHOOL CURRICULUM AND PROGRAM REQUIREMENTS: GRADES 9 TO 12/OAC'S

4.1 The Program in Grades 9 and 10
4.2 The Program in Grades 11 and 12
4.3 The Program Leading to University
4.4 Granting Credits
4.5 Modules
4.6 Levels of Difficulty
4.7 Curriculum Guidelines and Guideline Courses
4.8 Courses of Study at the School
4.9 The Ontario Secondary School Diploma (OSSD)
4.10 Diploma Requirements (OSSD)
4.11 Ontario Academic Courses (OAC's)
4.12 English and Anglais, French and Francais
4.13 Music Certificates
4.14 Certificate of Education
4.15 Issuing Diplomas and Certificates
4.16 Student Records and the Ontario Student Transcript
4.17 School Course Calendars for Secondary Schools
4.18 Promotion from Grade 8 to Grade 9

5. PROGRAMS AND SERVICES: GRADES 9 TO 12/OAC'S

5.1 National Languages
5.2 Language Across the Curriculum
5.3 The Arts
5.4 The New Technologies
5.5 Multiculturalism
5.6 Business and Technological Education
5.7 Life Skills
5.8 School-Related Packages
5.9 Community-Related Packages
5.10 Co-operative Education Programs
5.11 Work Experience
5.12 The Linkage Program

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5.13 The Small Secondary School
5.14 Specialized Schools
5.15 Public Alternative Schools
5.16 Co-Instructional Programs
5.17 Library Resource Centres
5.18 Selection of Textbooks

6. PLANNING STUDENT PROGRAMS: GRADES 9 TO 12/OAC'S

6.1 Program Components
6.2 Influence of Students' Future Goals
6.3 Planning a Program to Meet Students' Goals
6.4 Revision of a Student's Program
6.5 Bi-level and Multi-grade Classes
6.6 Prerequisite Courses
6.7 Accommodating Returning Students
6.8 Special Education Programs and Services
6.9 Guidance and Counselling
6.10 Early School-Leaving

7. WAYS OF EARNING CREDITS

7.1 Guideline Courses
7.2 Credits for Elementary School Students
7.3 Independent Study
7.4 Private Study
7.5 Correspondence Education
7.6 Continuing Education
7.7 Summer Schools
7.8 Private Schools
7.9 Non-Guideline Courses
7.10 Exemptions from Non-Guideline Course Approval
7.11 External Courses in Music
7.12 Credit for Driver Training Courses
7.13 Transfer or Change of Course
7.14 Equivalent Standing for Mature Students

8. STUDENT ACHIEVEMENT, EVALUATION, ATTENDANCE AND DISCIPLINE

8.1 Achievement
8.2 Evaluation of Students
8.3 Attendance
8.4 Code of Student Behaviour

APPENDICES

INDEX

1. INTRODUCTION

1.1 Purpose of the Document

This document sets forth the policies and requirements governing the program in the Intermediate and Senior Divisions in the schools of Ontario. It does not advocate the placement of Grades 7 and 8 in the secondary school. Decisions on school organization of this kind must reflect the needs, resources and wishes of local communities.

Ontario Schools: Intermediate and Senior Divisions covers the program requirements in Grades 7 and 8; requirements for the Ontario Secondary School Diploma (OSSD) and the Certificate of Education; specifies guidelines and Ontario Academic Courses to be followed; articulates special education expectations and program planning strategies for teachers, principals and school boards.

Sections 1 and 2 of this document are devoted to the philosophical and organizational goals that should be reflected in the curriculum.

Sections 3 and 4 outline provincial policy on matters related to minimum time allocations in Grades 7 and 8, required subjects, and the requirements pertaining to the granting of the OSSD and the Certificate of Education.

Sections 5 to 8 focus on the conditions governing the earning of credits in the secondary school, implementation policies and on suggestions that should be useful in providing programs to meet the needs of students in the Intermediate and Senior Divisions.

1.2 Continuity from P1J1 (The Formative Years)

Circular P1J1, The Formative Years, sets out the common framework of goals, aims and learning opportunities to be developed through programs in Grades K to 6 of Ontario's elementary schools. Ontario Schools: Intermediate and Senior Divisions sets out the expectations of the Ministry of Education for programs in Grades 7 and 8 of the elementary schools and the grades of the secondary schools in the province, including the requirements for the awarding of the OSSD and the Certificate of Education.

Both circulars reflect the policy of the Ministry that every pupil should have the opportunity to develop as completely as possible his or her abilities, interests and needs.

The broad goals of education for Ontario can be found in Section 2.3 of this circular. Teachers, principals and supervisory officials are responsible, through use and adaptation of curriculum guidelines issued by the Minister, for developing programs that meet the needs, interests and abilities of students. An important first step in the development of program for Grade 7 and beyond is to build on all the experiences of the Primary and Junior Divisions with emphasis on establishing continuity in program between Grades 6 and 7.

2. EXPECTATIONS OF THE SCHOOL SYSTEM

2.1 A Shared Responsibility

A major purpose of a school is to help each student develop to the maximum his or her potential as an individual and as a contributing, responsible member of society who will think clearly, feel deeply and act wisely.

This purpose can be achieved when the school facilitates the intellectual, physical, social, cultural, emotional, and moral growth of each student and develops more fully the knowledge, skills, and aptitudes that each student brings to the school.

The identification and achievement of the goals of education are shared responsibilities of students, teachers, and parents. School programs should give emphasis to what the school is best equipped to do, namely, to contribute significantly to the fulfillment of the intellectual, physical, and social needs of the student. The school should co-operate with the home in facilitating the emotional, cultural, and moral development of the student. The recognition of the dignity of work and the satisfaction of achievement will allow students of varying interests and abilities to take pride in their personal efforts.

2.2 Curriculum Priorities

Perceptions concerning the relative worth of a particular subject or course vary from community to community, from school to school, from teacher to teacher, and from student to student. The need to provide students with the experiences that will allow them to participate richly and wisely in the life of this province and this country can be met in different ways through various subject areas in the instructional program and through events and activities in the co-instructional program. It is considered appropriate, therefore, for each school to develop its own

curriculum based on provincial guidelines to meet the needs, interests, and abilities of the students in its community.

Secondary education has historically been directed to the tasks of preparing young adolescents to develop the independence to act as concerned and compassionate citizens, as well as to prepare for post-secondary studies wherever the student has the interest and capability to do so. In recent decades, two additional tasks have grown in importance. Preparation of young people to enter the world of work with the attitudes and skills that would make them productive and successful is an essential task which must complement the traditional functions of secondary education. As well, as a result of a variety of social changes, the need for schools to work along with parents to nurture students through the adolescent years to the beginning of maturity has expanded dramatically. These two recent tasks of the school must be reflected in the curriculum priorities of each school.

2.3 The Goals of Education

The Ministry of Education in Ontario strives to provide in the schools of the province equal opportunity for all. In its contribution to programs, personnel, facilities, and resources, the Ministry has the overall purpose of helping individual learners achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of HELPING EACH STUDENT DEVELOP:

1. A RESPONSIVENESS TO THE DYNAMIC PROCESS OF LEARNING

   Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes springs from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

2. RESOURCEFULNESS, ADAPTABILITY, AND CREATIVITY IN LEARNING AND LIVING

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to cope with challenge and change.

3. THE BASIC KNOWLEDGE AND SKILLS NEEDED TO COMPREHEND AND EXPRESS IDEAS THROUGH WORDS, NUMBERS, AND OTHER SYMBOLS

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by

a) using language aptly as a means of communication and an instrument of thought;

b) reading, listening, and viewing with comprehension and insight;

c) understanding and using mathematical operations and concepts.

4. PHYSICAL FITNESS AND GOOD HEALTH

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. SATISFACTION FROM PARTICIPATING AND FROM SHARING THE PARTICIPATION OF OTHERS IN VARIOUS FORMS OF ARTISTIC EXPRESSION.

Artistic expression involves the clarification and re-structuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. A FEELING OF SELF-WORTH

Self-worth is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

7. AN UNDERSTANDING OF THE ROLE OF THE INDIVIDUAL WITHIN THE FAMILY AND THE ROLE OF THE FAMILY WITHIN THE SOCIETY

Within the family the individual shares responsibility, develops supportive relationships, and acquires values.

Within society the family contributes to the stability and quality of a democratic way of life.

8. SKILLS THAT CONTRIBUTE TO SELF-RELIANCE IN SOLVING PRACTICAL PROBLEMS IN EVERYDAY LIFE

These skills relate to the skillful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident prevention techniques and a practical understanding of the basic technology of home maintenance.

9. AN ACCEPTANCE OF PERSONAL RESPONSIBILITY IN SOCIETY AT THE LOCAL, NATIONAL, AND INTERNATIONAL LEVELS

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

10. ESTEEM FOR THE CUSTOMS, CULTURES, AND BELIEFS OF A WIDE VARIETY OF SOCIETAL GROUPS

This goal is related to social concord and individual enrichment. In Canada, it includes regard for

a) the native peoples;
b) the English and French founding peoples;
c) multiculturalism;
d) national identity and unity.

11. SKILLS AND ATTITUDES THAT WILL LEAD TO SATISFACTION AND PRODUCTIVITY IN THE WORLD OF WORK

As well as the appropriate academic, technical, business, and interpersonal skills, this goal relates to good work-habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. RESPECT FOR THE ENVIRONMENT AND A COMMITMENT TO THE WISE USE OF RESOURCES

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. VALUES RELATED TO PERSONAL, ETHICAL OR RELIGIOUS BELIEFS AND TO THE COMMON WELFARE OF SOCIETY

Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.

The preceding goals are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. The integrated nature of learning and the complex pattern of human development preclude such a

sequential or fragmented approach. The translation of the goals into curriculum objectives, however, should result in sequences of learning appropriate to the particular levels and stages of development of the student for whom programs are being planned.

2.4 Achievement of Goals

The principal and staff of each school are encouraged to offer a diverse range of learning experience that should prepare students to live lives that are both useful and satisfying to themselves and to others. The objectives of elementary education, secondary education, post-secondary education, and the various fields of business and industry should also be taken into consideration in planning a school program.

2.5 Interaction Between the School and the Community

To meet the needs of a wide variety of students, the school should attempt to extend its role beyond the provision of courses and programs. As a resource to the community generally and to its own students specifically, the school has an unrivalled opportunity to help young people explore the many dimensions of learning and living. It can assist them in the realization of their potential in various fields of endeavour and set them on the path to becoming mature, responsible, co-operative members of society. Among the activities that might be provided or encouraged are the following:

- athletic, co-instructional, cultural, moral, multicultural, political, and social;
- service projects and special training sessions involving various community agencies;
- tours and visits to gain and share learning experiences.

Through interaction with the community, students may be given opportunities to enrich their lives, to practise self-discipline, and to take a vital interest in such matters as the following:

- positive attitudes towards the rights of others;
- respect for other races, cultures, languages and religions;
- accident prevention at home, in the community, in athletics, and when travelling;
- sensible use of leisure time and local recreational facilities;
- prevention of pollution;
- care of plants and animals in the community area;
- wise use of energy and natural resources;
- decision-making processes in the political arena;
- judicious use of financial resources;
- physical fitness, and, in particular, the appropriate use of drugs and chemicals that influence human behaviour;
- enjoyment of aesthetic pursuits and forms.

2.6 Provision of School Programs

Individualization

In so far as it is possible within the financial and human resources available in a school, school organization should allow each student to pursue a program suited to his or her individual needs and aspirations. The organization of a school curriculum that permits individualized progress for students requires time, energy, and dedication. Various organizational patterns, which may have distinct advantages in particular situations, may also impose special demands on principals, teachers, and students. If individual differences are to be accommodated within courses, there must be careful and perceptive adaptation of curriculum guidelines, a constant awareness of standards, a flexible organizational structure, and, for exceptional students, supportive special education programs and services.

Relating to Others

Provision should be made for each student to relate to a teacher who can act as a personal adviser and to belong to a group which can offer continuing support and stability. Some students may be grouped together for a part of their timetable where they have common courses. The balance of their timetables may be individualized. In this way, the students may be provided with both a sense of belonging and a sense of independence. Both attributes are important, particularly for exceptional pupils who may require advice and assistance related to their special needs.

Personal Program Selection

Information regarding the school curriculum shall be provided to all students and their parents (see Section 4.17). Advice should be given so that students may be enrolled in courses and programs that best suit their needs, interests, abilities, and goals. Students should participate in the decision-making process as they form personal educational goals, select courses, and plan their use of scheduled and unscheduled time. Both students and parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

2.7 Sex Equity

The policy of the Government of Ontario is that there be equal educational opportunity in the province; every child should have the opportunity to develop as completely as possible in the direction of his or her talents and needs.

This policy has definite implications for the education system of this province. The Ministry of Education recognizes that the school environment is one of the major

agents of socialization. If individual potential is to be fully developed, the learning environment must be congruent with the goals of education set for the Province of Ontario as outlined in Section 2.3.

Sex-role stereotyping narrowly defines roles for males and females in our society. The existence of sex-role stereotyping in many educational materials and methods perpetuates the traditional attitudes governing male and female behaviour, placing many obstacles in the path to self-actualization. The learning environment must provide the opportunities necessary for the achievement of the goals of education. Students must be able to see men and women in a variety of roles, exhibiting a wide range of human behaviour, abilities and emotions. Materials and methods in our schools must reflect a society in which men and women have made, and are making, a variety of contributions based on their human attributes.

The achievements of women have historically been overlooked or underplayed in both learning materials and the curriculum, leading to the current situation where there are few female role models in the curriculum. This lack of models has led many female students to assume that the combination of femaleness and achievement in non-traditional occupation areas is "unnatural".

Because of the prevalence of this idea and the very strong need that young people have for a sense of belonging, many female students have been deterred from striving to develop their individual potential.

The philosophy of sex equity, then, should permeate all aspects of the curriculum, as seen in the school's policies, organization, and programs; teaching methods and materials; courses of study; assessment and testing procedures; attitudes and expectations of the school staff; and all interactions with students, parents, and the community.

The Ministry of Education's curriculum guidelines form the foundation on which courses in the Intermediate and Senior Divisions are based. Several of these documents contain key aspects of the policy of sex equity, and new curriculum guidelines will continue to promote equality of opportunity. These support materials have been developed to assist teachers in creating a learning environment that is free from sex-role stereotyping and a curriculum that accurately reflects the experiences and contributions of women as well as men.

2.8 The School Year

Principals should refer to the Regulation - School Year and School Holidays, for the requirements related to the number and nature of school days, instructional days, professional activity days and examination days.

School boards have the right to determine the kind of activities that are to take place on professional activity days, within the limits defined in the Regulation, but they must ensure that some of those days are designated for the purposes of curriculum development, implementation and review.

3. SCHOOL CURRICULUM AND STUDENT PROGRAMS: GRADES 7 AND 8

3.1 The Program in Grades 7 and 8

In their final years of elementary school, virtually all students enter the phase of human growth and development termed adolescence. The adolescent years span those important years when students are making their transition from childhood to adulthood. For most students, the time spent in Grades 7 and 8 corresponds approximately to the period when they undergo the profound physical, emotional, intellectual and social changes associated with early adolescence. These four aspects of growth and development are seldom in step with one another and within each individual are characterized by uneven progress. It is normal that all will undergo development in each aspect but each individual will proceed according to a unique pattern. As a consequence, every student represents a distinctive profile of development.

It is the significance of change in students' lives which underlies the need for programs which are uniquely suited for this period of their education. During their years in the Junior Division students will have undertaken a program that by design was holistic and integrated in its approach to the acquisition of knowledge, the development and practice of skills and the formation of attitudes. Although curriculum guidelines for Grades 7 and 8 identify many of the aims and objectives of the curriculum by subject, it is desirable that much of the instruction process continue to be based on holistic and integrated approaches.

The program in Grades 7 and 8 should allow time for consolidation and practice of basic skills as well as the introduction of new concepts and skills to challenge students who are ready to proceed to more demanding studies. As students move through secondary school they will be provided with more and more opportunity to select

courses and programs more specifically related to their education and career goals.

3.2 The Learning Process

Ideally, the school curriculum should enable adolescent learners to grow in all respects. Personal growth encompasses many dimensions and is a process which should continue throughout life. It is important, therefore, that the learning experiences planned by the school be based on knowledge about the learning process; that is, what is known about learning and how it happens, what is known about thinking and how it happens and how learning relates to language and experience.

Learning in school occurs most often through language. The specialized knowledge and language of subjects can be understood best by the individual learner in terms of his or her own vocabulary. Growth in both language and understanding follows the successful assimilation of new knowledge and vocabulary to express the knowledge clearly. If the learning process is to be effective, opportunities must be provided for each student to articulate new understandings as they are encountered in any study. Listening, speaking, reading, and writing are basic processes in extending the student's capability to communicate, to understand and to think. All teachers, therefore, have a responsibility to develop the language capabilities of students by allocating a balance of time among the basic processes (see Section 5.2).

Learning is most effective when the individual takes an active part in the learning experience, whether the experience involves mental or physical activity or a combination of these. In other words, a command of knowledge and skills is achieved through use. Good examples of combining both mental and physical components in school programs are found in family studies, industrial arts,

visual arts, physical education and music. In other subjects of the curriculum, the learning process can be enhanced through the use of teaching strategies which allow students to participate actively in planning, carrying out and evaluating learning experiences.

Learning should also link the individual needs and interests of adolescents to the functions of the society of which they form a part. A well-planned curriculum should involve the community in such a way that out-of-school activities motivate, reinforce and extend the learning of the student. Similarly, there are in all communities people and resources that can be brought to the school when appropriate to enrich the program.

3.3 The Planning Process

Primary responsibility for the planning of curriculum lies with the principal and teachers of the school working in conjunction with supervisory officers and other educators employed by their school board. Good planning practice involves decision-making after careful consideration of a number of variables including the following:

- knowledge of and adherence to the relevant curriculum guidelines of the Ministry of Education including the knowledge, attitude and skill objectives which are identified by the guidelines.

  Curriculum guideline courses applicable to Grades 7 and 8 shall be scheduled individually or in multi-disciplinary combinations to provide a program that meets the intellectual, physical, social, and emotional needs of students. Curriculum guidelines applicable to Grades 7 and 8 are listed in Appendix B;

- provision for regular (formal and informal) assessment of student progress in intellectual, physical, social and emotional development.

The information derived from such assessment must be formative in nature. On-going assessment allows for the modification and refinement of the curriculum at appropriate times;

- consideration of the learning styles of individual students.

  Variations in the ways individuals receive, process and apply information result in individual learning styles. Teachers should be prepared to identify learning needs and make adjustments to program in order to accommodate these needs;

- consideration of teaching strategies which could help students to achieve the knowledge, attitude and skill objectives of curriculum guidelines.

  These include the allocation of time, personnel, resources and the appropriate teaching methodology to the teaching of subjects or combinations of subjects in the development of units of study, topics, themes, or any other form of organization employed to identify and carry out learning experiences appropriate to the objectives of the curriculum guidelines;

- consideration of the best means of grouping and re-grouping students for instructional purposes and to provide the optimum level of adult supervision, counselling and guidance.

  Variations in the grouping of students enables them to join together in different combinations which are appropriate for instruction, discussion, practice, research or other such learning activities;

- consultation with the community in order to ensure that program objectives reflect the priorities of

concerned and thoughtful parents and to identify resources which will enhance the school program.

It is through liaison with the community that opportunities can be arranged to enable students to learn in the community and about the community, including the world of work;

- consultation with the staff of schools from which students may come and to which they may proceed on completion of their program.

This link will help to ensure consolidation and reinforcement of important skills and concepts while encouraging the freshness and challenge of succeeding programs. The primary benefit should be the continuous progress of individual students.

3.4 Minimum Time Allocations in Grades 7 and 8

Curriculum development includes establishing objectives and planning learning experiences. The curriculum for Grades 7 and 8 should be characterized by breadth and should be planned to develop a wide range of interests. However, there are certain subject areas in which a minimum amount of time must be guaranteed for students in Grades 7 and 8.

The following chart indicates the minimum amount of time during each of these two school years which shall be allocated to the indicated study areas. The allocation is described in terms of the total time available, which must be not less than five hours per day for a minimum of 185 instructional days (a minimum of 925 hours per year).

Study Areas	Minimum Amount of Instructional Time
	Hours (rounded off)
. Language Arts and Drama	200
. Second National Language	60-120
. Mathematics	120
. Science	75
. History and Geography	120
. The Arts (Visual Arts, Music)	90
. Physical and Health Education	75
. Guidance	20
TOTAL	760-820
Flexible Time	105-165

The flexible time is to be distributed, subject to any requirements under the Education Act, among the above subjects and other areas such as Family Studies, Industrial Arts, and Religious Education.

Curriculum guidelines applicable to Grades 7 and 8 may be used singly or in various combinations as a basis for local curriculum development. The specified time allocations should not preclude an integrated approach to the curriculum. It should also be understood that the time allocation specified presupposes a "language across the curriculum" approach.

The required program specified in this section shall be compulsory for each student enrolled in Grades 7 and 8 unless:

(a) the pupil is exceptional as determined by an Identification, Placement and Review Committee;

(b) the Ministry of Education guideline being used allows for exemption.

The learning experiences that are scheduled in the flexible time shall be based on educational value and students' needs and interests and should be determined by the availability of resources.

3.5 Guidance and Counselling

Although teachers with guidance qualifications give overall leadership, every teacher assumes a general responsibility to provide guidance and counselling for students. This requires an understanding of the physical, intellectual, social and emotional needs of early adolescents. In addition, every teacher is expected to act as an adult role model.

As part of the teaching/learning process, teachers should be alert to and use opportunities to provide guidance by

- helping in the development and maintenance of a healthy and positive self-concept in every student;
- recognizing the need of adolescents for successful learning experiences;
- helping students to identify personal interests and abilities;
- planning learning activities that accommodate individual learning styles;
- planning learning activities to foster development in students of leadership qualities, decision-making skills and self-direction;
- relating subject material to its applications in careers and personal life.

Similarly, teachers with guidance qualifications should assume a number of specific guidance and counselling functions such as the following:

- providing information and appropriate programs on education, career and personal development;
- providing individual and group counselling;
- assisting in early and on-going identification of student needs;
- referring students and parents to services available through the school board and through community agencies;
- assisting in the evaluation of overall student progress;
- assisting in placement of students in programs;
- assisting students to use the Student Guidance Information Service (SGIS) effectively.

The selection of courses to be taken in Grade 9 is usually completed while the student is in Grade 8. It is important that the guidance and counselling program in Grades 7 and 8 prepare students as much as possible for the transition to secondary school. The principal of the elementary school must ensure that consultation occurs with the parents and that wise choices are made in course selection for Grade 9 and in particular in determining the level of difficulty at which the courses are to be taken.

3.6 Exceptional Pupils in Grades 7 and 8

The general goals of education as outlined in Section 2.3 apply to special education. For the exceptional pupil, however, special teaching strategies, personnel, facilities, and equipment may be required. The identification of exceptional pupils is made by an Identification, Placement and Review Committee of the board. Exceptionalities are categorized according to five broad areas: behavioural, communicational, intellectual, physical and multiple.

Curriculum modifications which accommodate individual differences and needs may be required for exceptional pupils. In some cases, modifications may be relatively simple. In others, they may be more extensive, requiring the assistance of additional professional staff and the use of specially designed equipment. The special education program may take place in one or more settings, e.g. in the regular classroom, resource room, self-contained class, or special school.

An exceptional pupil's program must be based on and modified by continuous assessment and evaluation. The use of informal evaluation techniques, such as observation and teacher-student interviews, should supplement the more formal types of assessment so that a more personal and complete picture may be obtained of the student's progress and interests.

In order to understand fully the nature of a pupil's exceptionality and make appropriate alterations in the program, communication with parents, other board staff, and outside agencies is necessary. Professional development activities should be available to teachers to assist them in understanding and working with exceptional pupils.

Guidance and other support staff should be available to convey relevant information to secondary school personnel and to help exceptional pupils in Grades 7 and 8 make appropriate course selections prior to moving to secondary school (see also Section 6.8).

3.7 Heritage Language Programs in Grades 7 and 8

Note: Languages as subjects of study for credit in secondary schools are described in Section 5.1

Heritage languages are languages other than English or French, the official languages of Canada. They are offered to elementary school pupils in response to requests from parent groups. The Ministry provides school boards with funds for this purpose.

The school board is responsible for the curriculum, supervision, and hiring of instructors whose qualifications should be acceptable to the board, the principals and the parent groups. Classes may be held outside school hours, that is, after school or on weekends or, where numbers warrant, during school hours by lengthening the school day.

Heritage languages shall not be included in the scheduled minimum time allocation of 925 hours referred to in Section 3.4. (See also Policy/Program Memorandum No. 7.)

4. SCHOOL CURRICULUM AND PROGRAM REQUIREMENTS: GRADES 9 TO 12/OAC'S

4.1 The Program in Grades 9 and 10

The transition from Grade 8 to Grade 9 can be stressful for many students. It usually means a different and larger school building, a different set of teachers with whom to relate, separation from friends and often different teaching styles. For all students, and exceptional pupils in particular, guidance services will facilitate their entry into the secondary school by assisting them in the selection of courses suited to their particular needs and abilities. See also Section 3.2.

The program in Grades 9 and 10 will be exploratory in nature with Grade 9 likely serving as a trial period for students to take courses at as challenging a level of difficulty as necessary in keeping with personal goals. It is expected that much of the student's Grade 9 program will be pre-determined by the compulsory credit requirements (see Section 4.10).

Students taking mainly advanced level courses are likely to take 6 or more of the compulsory credits in Grade 9, while students taking mainly basic or general level courses could take as few as 4 of the compulsory credits in Grade 9. This will allow more time for practical courses in business or technology or other courses suited to their individual abilities or goals.

In order to help students achieve a greater sense of security and reduce the feeling of isolation often felt in large schools, the principal should attempt to give more coherence to classroom organization by grouping students for sets of classes in the compulsory courses, in both Grades 9 and 10.

In general, the Grade 9 year will be quite homogeneous and much like Grades 7 and 8, since most students will have similar timetables. In Grade 10, however, more

individualization will likely occur as students begin more specialized programs through concentration in particular fields and exploration in others.

Grades 9 and 10 should serve to help each student confirm interests, test talents, form clearer career goals and begin to formulate a plan for a personal program in succeeding years.

4.2 The Program in Grades 11 and 12

In Grades 11 and 12 students will be able to pursue more specific career and life goals since they will likely have completed the majority of the compulsory courses in Grades 9 and 10.

Students in Grades 11 and 12 will be selecting a combination of courses that will provide them with the best base to serve personal career and life aspirations. Program opportunities such as linkage and co-operative education should be made known to all students; those students who are not university-bound but who aspire to attend a community college or directly enter the world of work would be particularly well served by such programs.

The decision by students to specialize or to maintain a more diversified program is normally made in Grade 10. Therefore it is essential that guidance services are available to the students and parents during this critical stage.

4.3 The Program Leading to University

Students who intend to go on to university will likely take most of the compulsory credits at the advanced level of difficulty in order to prepare them for the Ontario Academic Courses (OAC's).

OAC's provide the basis for university entrance. Thus, it is particularly important that a depth of study and a high academic standard be maintained in these courses.

Students taking these courses should have the opportunity to explore in depth a limited number of subject areas or to continue a broad and diversified program. These OAC's shall demand from students an advanced level of academic achievement and maturity. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize a great variety of learning resources in both scheduled and unscheduled time.

4.4 Granting Credits

A credit is granted in recognition of the successful completion of a course which has been scheduled for a minimum of 110 hours. In granting credits, principals shall ensure that the intention of this definition of a credit is fulfilled by determining that the following conditions have been met:

- The course has been developed from a Ministry of Education guideline or has been approved by the Ministry;
- The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course;
- The course required the completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned.

The credit is granted by the principal of a secondary school on behalf of the Minister of Education.

4.5 Modules

While *"full-credit"* courses of a minimum of 110 hours will be the norm, there are advantages in making some *"short"* courses available to students.

Courses may be scheduled based on 30 hour modules. Fractional credits will be awarded on the basis of one-quarter credit for each 30 hour module. No credit assignment of less than one-quarter credit is permitted.

Courses of 90 hours for three-quarters of a credit may be suitable for some summer school and continuing education courses (see Sections 7.6 and 7.7).

Reference should be made to specific guidelines for any limitations on the number of credits or fractions thereof that may be offered from that guideline.

To ensure adequate depth of study in an OAC, no fractional credit less than one will be accepted in these courses.

4.6 Levels of Difficulty

An individual student may reach ahead in some subjects and engage in fundamental work in others if courses with different approaches and varying degrees of depth are offered in the various subject fields. Where circumstances permit and where it is considered desirable, secondary school courses from Grades 9 to 12 may be offered at one or more of the following levels of difficulty: the basic level, the general level, and the advanced level. OAC's must be at the advanced level of difficulty. These terms describing levels of difficulty should be used only when referring to courses, and never to students. The principal shall adopt the terms identified above to describe the levels of difficulty of the courses offered at the school.

Many courses will be offered at only one level of difficulty, but where circumstances permit and where the needs of different students can be accommodated by offering courses at two or more levels of difficulty, such levels should be offered. This is particularly important in the required subjects, since their successful completion is necessary to earn a diploma.

All courses must be described in course calendars according to their purposes and content rather than by the academic competencies of the students who select them.

The general characteristics of the three levels of difficulty may be described as follows:

Basic Level

Basic-level courses are designed to focus on the development of personal skills, social understanding, self confidence and preparation for the world of work. The academic work and related skills should be perceived by the student as being personally useful. Such courses will assist students to prepare for a successful, independent home life, to manage personal financial resources, and to communicate effectively. They will also help to develop attitudes which foster respect for the environment, good health and fitness, and a positive approach towards work and leisure. In this way, these courses will also serve the needs of the student who may not participate in post-secondary education. Basic-level courses should also provide a good preparation for direct entry from the secondary school into employment. Courses offered at the basic level of difficulty are not exclusively for exceptional pupils.

General Level

General level courses should be considered as appropriate preparation for careers, employment or further education in the Colleges of Applied Arts and Technology and other non-university educational institutions.

General level courses will be designed in terms of a mix of the following aims:

- to prepare students to read, write, listen and speak with confidence and clarity
- to prepare students to participate as active and compassionate citizens in a democratic society
- to prepare students to develop the attitudes and skills which will permit them to enter directly into employment upon graduation or enter programs at the Colleges of Applied Arts and Technology
- to prepare students to develop the habit of learning those new, personal skills (problem-solving, domestic, consumer, recreational) that may be needed or sought throughout their lives

- to acquaint students with the language, assumptions, issues and career opportunities of various subject or social disciplines, without requiring mastery of contents or skills
- to stimulate students to continue to develop increasing awareness, appreciation, enjoyment and skill in the Arts.

The priority among these aims will vary with the focus of any given course but it is expected that the first four aims will normally be integral to any general-level course. It is also essential that the instructional and evaluation practices be consistent with these purposes.

Advanced Level

Advanced-level courses should focus on the development of academic skills and prepare students for entry to university. Such courses are designed to assist students to understand the theoretical principles, practical applications and substantive content of a subject.

Advanced-level courses that are enriched may be offered where feasible. Student achievement in these courses shall be reported at the advanced level so that all students taking an advanced-level course, whether it is enriched or not, will receive assessments based on comparable standards. This is particularly important when students submit their results to post-secondary institutions.

Courses developed at any of the above described three levels of difficulty may be adapted to meet the learning needs of exceptional pupils. This adaptation would normally be arranged by the principal of the school.

Open-level courses will no longer be offered. It is recognized that some schools will find it necessary to plan and offer bi-level and/or multi-grade classes. The course objectives and the evaluation procedures for each level of difficulty included in such combined classes must be stated clearly so that students, parents and teachers are aware of the credit requirements for each. All credits shall be reported as basic, general or advanced, only (see section 6.5).

4.7 Curriculum Guidelines and Guideline Courses

The content of the educational programs to be offered in the Intermediate and Senior Divisions is authorized by curriculum guidelines and OAC's issued by the Minister of Education. These guidelines and courses provide the framework within which courses of study and programs are to be developed at the local level to meet the needs, interests and aptitudes of students. The current Ontario Ministry of Education curriculum guidelines and OAC's are listed in Appendix B. When revisions of guidelines are made, schools will be advised by memorandum.

The guidelines relating to Grades 9 to 12 will allow for courses to be developed for these grades at appropriate levels of difficulty (basic, general, advanced) and will, where appropriate, communicate the Ministry of Education's expectations with respect to:

- aesthetic and/or artistic components
- career education components
- community involvement in course development
- computer utilization
- core content, skills and attitudes
- development of courses of study
- language across the curriculum
- life skills components where applicable
- maximum credit allocations by grade, division or subject
- prerequisites
- programs for exceptional pupils
- research skills
- safety
- sex equity
- staff development
- student evaluation
- teaching strategies
- use of libraries and data bases

The courses of study relating to OAC's will be prescriptive in nature and will specify courses that will be offered at the advanced level of difficulty.

Courses and programs designed at the school level must be developed from Ministry of Education guidelines.

Where an educational need has been identified that is not met by any curriculum guideline, a non-guideline course may be developed (see Section 7.9).

Courses based on curriculum guidelines require no further approval. In some cases, more than one course may be developed from a guideline as long as each course reflects the intent and balance of the guideline. If multiple courses are to be developed, however, the principal must be satisfied that the credit value of each course is proportionate to the work planned, taking into consideration the particular students for whom the course has been designed. Consideration should also be given to how such courses might affect the whole school curriculum. The mix of courses developed from curriculum guidelines should support the educational goals of all students; those who are proceeding to post-secondary education and those who are entering the world of work after graduation. Some guidelines may specify the number of courses that can be developed from them or that a student can take.

The provision of work-oriented programs is one role of the school. Courses that offer skills training that is applicable to employment in business and industry should be available to students, particularly those who do not plan to pursue post-secondary education. The effective planning and development of such programs require the participation of local employers and labour representatives. Advisory vocational committees or other groups that can create co-operative links between the school and the working community should be involved in

the development and evaluation of all work-oriented courses offered by the school.

4.8 Courses of Study at the School

School staffs and parents need to work together to meet the intellectual, physical, social, emotional and moral needs of secondary school students. It is therefore important that parents be informed of the school's course offerings and their content. Since students under the age of 18 require parental approval for decisions on course choice, information regarding course content must be made available at the school.

Under the provisions of Section 12 of Regulation 262, Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General, the principal of a school shall "retain on file up-to-date copies of outlines of all courses of study for the school". These courses of study in the secondary school shall include at least:

- the name of the Ministry of Education guideline on which the course is based
- the level of difficulty at which the course is offered
- the credit value of the course
- the objectives of the course
- the core content of the course in the sequence in which it will be studied
- the evaluation practices that will be used
- the name(s) of the textbook(s) to be used as well as any other learning materials which are essential to the course

Courses of study shall be available at the school for parents and students to examine. Information regarding access to courses of study shall be included in the annual school course calendar.

4.9 The Ontario Secondary School Diploma (OSSD)

An OSSD shall be granted by the Minister of Education on the recommendation of the principal of the school last attended, to a student who has commenced the first year of a secondary school program on or after September 1, 1984, and who has earned a minimum of 30 credits subject to the conditions specified in Section 4.10.

Credit courses in the compulsory subjects are to be based on the curriculum guidelines indicated in Appendix B.

Where students earn their final credits for a diploma through correspondence courses, see Section 4.15.

Diploma requirements for students entering secondary school prior to and after September 1, 1984, are summarized in Appendix C.

Secondary school students who transfer from one school to another will have their credits and fractional credits transferred to the new school. Students who do not have Ontario credits, for example, students from some private schools or schools outside Ontario, shall have their records assessed by the principal of the new school who will determine those diploma requirements that are yet to be fulfilled. The principal shall not describe, list or enumerate equivalent accreditation, but, having judged each case on its merits and having determined as equitably as possible the credit equivalency of the student's background, shall state the number of credits that are yet to be earned and shall outline all related requirements that are to be fulfilled before the student can attain an OSSD.

4.10 Diploma Requirements (OSSD)

In order to earn an Ontario Secondary School Diploma, a student commencing a secondary school program on or after September 1, 1984 must earn a minimum of 30 credits distributed as follows:

Compulsory Credits (total of 16)

- 5 credits in English/Anglais
- 1 credit in French as a Second Language/Francais
- 2 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 1 additional credit in the Social Sciences
- 1 credit in the Arts
- 1 credit in Physical and Health Education
- 1 credit in Business Studies or Technological Studies

and

Elective Credits (total of 14)

- 14 credits selected from available courses

Notes:

(a) Elective credits may be earned in all subjects, including those named in the compulsory credit list, provided such electives are over and above the compulsory credits. The elective credits allow for concentration in a specialized area of the curriculum.

(b) The 5 compulsory credits in English or Anglais shall include at least 2 credits from Grade 11, 12 and/or OAC's.

(c) The 1 additional compulsory credit in the Social Sciences shall be chosen from Grade 11, 12 and/or OAC's developed from guidelines in The Canadian Family in Perspective, Economics, Geography, Guidance, History, Law, Man in Society, People and Politics, Urban Studies, World Religions, and such other guidelines as may subsequently be classified as Social Science.

(d) The 1 compulsory credit in the Arts shall be chosen from courses developed from guidelines in Dramatic Arts, Music, Visual Arts, and such other guidelines as may subsequently be classified as in the Arts.

(e) The one compulsory credit in either Business Studies or Technological Studies shall be chosen from courses developed from the Business Studies guideline or the Technological Studies guideline and such other guidelines as may subsequently be classified as Business Studies or Technological Studies.

(f) Certain students may make a strong commitment to their education, doing good work in most courses, yet be unable to earn the OSSD or the Certificate of Education because they would experience significant difficulty by being required to take a particular one or two of the compulsory credits. In order to ensure that all such students can qualify for the diploma and certificate, principals may substitute among the compulsory credits as follows:

- up to <u>two</u> compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory

- parental approval of such a substitution shall be provided, in writing

- approval of the appropriate supervisory officer shall be necessary

- the substitution shall be noted on the Ontario Student Transcript.

The students who would qualify under this substitute credit policy would be those few individuals whose interests in the opinion of their parents or guardians, principals and supervisory officers, are best served by exemption.

The above policy does not apply to exceptional pupils. The policy on substitute credits for pupils designated as exceptional by an Identification, Placement and Review Committee is stated in Section 4.10 (g), Section 4.14 and Section 6.8.

(g) In order that the special needs of some exceptional pupils be met, the principal may reduce the 16 compulsory credits by a maximum of 4; i.e. the student's program could include a minimum of 12 compulsory credits within the 30 required for diploma purposes. The sum of compulsory and elective credits shall not be less than 30 in order to earn the OSSD.

(h) It is probable that many of the compulsory credits, with the obvious exceptions of those specifically assigned to Grade 11, 12 and/or OAC's, will be earned in the first two years of secondary school. However, the application of this would be left to the discretion of the principal of each school. The compulsory credit in French should normally be earned in Grade 9 so that the student's French program is continuous from its starting grade.

(i) A maximum of 2 credits toward the OSSD shall be awarded, by the principal, to students who present evidence of satisfactory standing in recognized programs offered by conservatories of music (see Section 4.13 and Section 7.11).

(j) While a principal may strongly recommend that students take certain courses in addition to the required subjects, the principal shall not identify additional subjects as mandatory requirements towards the earning of an OSSD beyond those stipulated in this document.

(k) Credits in OAC's may be counted toward the 30 required for an OSSD.

(l) In order to meet the compulsory credit requirements for diploma or certificate purposes, students must take the compulsory credit courses, continue in attendance throughout the duration of these courses and successfully complete them. A student who is not successful in a compulsory course may repeat it, undertake a course at a different level of difficulty or undertake a different course from a guideline that fulfills the compulsory credit requirements.

(m) A credit for a non-guideline course cannot be substituted for a compulsory credit. (See Appendix C and Section 7.9).

In some cases, after a reasonable period of time during which a student has been in attendance in a compulsory course, it may become clear that the student will not be able to complete the course successfully. After consultation among the principal, the parents and the student, he or she may be permitted to withdraw from that course. In such cases, it is the responsibility of the principal or a designated teacher to advise the student of diploma requirements and to provide information on alternative courses which would enable him or her to meet the requirements for a diploma or certificate.

The availability of courses at a number of levels of difficulty should minimize the number of such cases.

4.11 Ontario Academic Courses (OAC's)

The Ministry of Education provides outlines of Ontario Academic Courses which are prescriptive in nature and provide the basis for students who intend to proceed to university. Until the OAC's are in place, courses previously referred to as Honour Graduation courses (see Circular HS1, 1979-81) shall be accepted as equivalent to OAC's.

Schools may offer any number of OAC's as authorized by the Ministry or as approved through the non-guideline course approval process. Credits in OAC's may be counted among those required for an OSSD.

In order to ensure depth of study in an OAC, no fractional credit less than one will be accepted. A credit value greater than one shall be assigned to an OAC that exceeds in scheduled time and content the requirements for a single credit by at least one-quarter of a credit.

4.12 English and Anglais, French and Francais

Standing obtained in either English or Anglais, but not both, and in either French or Francais, but not both, shall be counted towards the OSSD.

4.13 Music Certificates

The certificates listed in the first part of Appendix D may be counted for a maximum of one credit toward the OSSD in addition to any other non-OAC music credits earned in the school. The certificates listed in the second part of Appendix E may be counted for a maximum of one OAC credit in addition to a maximum of one other OAC credit in music earned in the school. These OAC credits may be counted toward the OSSD.

4.14 Certificate of Education

A student who decides to leave school before earning the OSSD shall receive the Certificate of Education, on request, if he/she has earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 6)

- 2 credits in English/Anglais
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Physical and Health Education

and

Elective Credits (total of 8)

- 8 credits selected by the student from available courses

For exceptional pupils the 6 compulsory credits required for a Certificate of Education may be reduced by the principal by a maximum of 4 so that within the 14 credits required for a Certificate of Education, there would be a minimum of 2 compulsory credits. The sum of compulsory and elective credits shall not be less than 14 in order to earn the Certificate of Education. See also Section 4.10(f).

4.15 Issuing Diplomas and Certificates

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, evening classes, or summer school, the diploma or certificate shall be issued by the principal of the school that possesses the student's Ontario Student Record Folder when the final credit is earned. If the final credit is earned through a correspondence course, the student may choose to have the diploma or certificate issued by the Superintendent of Correspondence Education or the principal

of the school last attended. The person issuing the diploma or certificate shall submit the necessary report to the Management Information Systems Branch of the Ministry of Education.

4.16 Student Records and the Ontario Student Transcript

Student records shall be maintained in accordance with Regulation 271, Pupil Records. Students and their parents shall be made aware of the importance of the Ontario Student Record Folder and their right to see it.

In secondary schools, a student's record of courses successfully completed and credits gained towards the requirements for the OSSD or the Certificate of Education is to be maintained on the Ontario Student Transcript.

Courses meeting the requirements of current Ministry curriculum guidelines shall be entered on the student's transcript using the common course code designation issued by the Ministry of Education.

When a student has gained a minimum of eight credits in either business studies or technological studies the transcript shall reflect this concentration of courses. The area of concentration and the date of completion of the requirements shall be entered on the transcript in the appropriate space.

When student achievement in courses and programs is reported, a common practice is to use a percentage; some schools use a general range of percentages indicated by a code. In the latter case, the following evaluation code shall be used uniformly in all such schools.

Code letter	Percentage attained
A	80-100
B	70-79.9
C	60-69.9
D	50-59.9
E	Less than 50

Either percentages or code letters are acceptable methods of reporting student achievement on report cards. However, only percentages are permitted on the Ontario Student Transcript.

4.17 School Course Calendars for Secondary Schools

The school course calendar shall inform students and their parents about the courses offered in a secondary school. These course calendars shall also give a description of the guidance services and special combinations of courses or packages that are offered at the school. School course calendars should be made available early enough to allow parents and students sufficient time to examine the alternatives and to make judicious decisions.

Included in such a document shall be:

- the objectives of the school
- a list of available courses with an appropriate and precise description of each
- an explanation of the course coding system
- a list of the compulsory credits required to obtain an OSSD.
- information regarding the levels of difficulty
- diploma requirements, including the definition of a credit
- clear indication of prerequisites for certain courses
- expectations regarding students' responsibility, achievement and attendance

- criteria used by the school in evaluating student progress
- the policy of the school (or board) governing exemption from examinations
- an explanation of how term work and examinations are weighted to determine marks
- a description of the Ontario Student Transcript and an explanation of its purpose
- statements relating to special provisions available to exceptional pupils
- information about co-operative education and linkage programs where appropriate
- information to parents that detailed courses of study are available at the school for their perusal
- school policy governing course transfers during the year
- dates of school events
- a description of the co-instructional program
- the following sentence: "The courses of this school have been developed according to the requirements of the Ontario Ministry of Education."

4.18 Promotion from Grade 8 to Grade 9

A pupil who has been promoted from elementary school shall be admitted to a secondary school.

A person who is not promoted to a secondary school shall be admitted if the principal of the secondary school is satisfied that the applicant is competent to undertake a program in that school. Where an applicant is denied admission by the principal of the secondary school, the applicant may appeal to the board and the board may admit or refuse the applicant.

Some students enter secondary schools without having taken or successfully completed the work of Grades 7 and 8. Initially, in the secondary school program, courses taken by such students may or may not be assigned credit value as

decided by the principal in consultation with the staff. However, by the beginning of the third year after leaving the Junior Division, all courses taken by such students in secondary schools shall be eligible for credit.

5. PROGRAMS AND SERVICES: GRADES 9 TO 12/OAC's

5.1 National Languages

Language of Instruction

One of either English or French is to be the language of instruction in secondary schools. All teachers are expected to assist students to develop facility in English or French as an integral part of the process of developing an understanding of the concepts and skills inherent in their subject.

Admission to French-language schools and classes is approved or disapproved by an admissions committee of the school board.

A student may enter an English-language school with inadequate facility in English and therefore be unable to profit from instruction until a working knowledge of the language of instruction is achieved. It is expected that a primary aim of this student's program will be to develop proficiency in English which will enable participation in regular classes as soon as possible.

In English-language schools, students for whom English is not their first language or whose English is a dialect, may count up to three credits in English as a Second Language or English as a Second Dialect toward the compulsory English credits for OSSD purposes. However, no student may gain an OSSD without at least two credits in English or Anglais from Grade 11, 12 and/or OAC's regardless of the grade of entry into an Ontario secondary school.

It is desirable that all students reach a level of proficiency in both English and French by completion of secondary school. School boards are therefore required to make a program in the second national language available to all secondary school students to the end of Grade 12.

In English language secondary schools, students are required to earn one credit in French as a second language for an OSSD. Students entering secondary school may have followed core, extended or immersion programs or, in rare instances, not have previously taken any program in French.

Students entering secondary school with an immersion or extended French background should be offered a program at their level of proficiency in the subject of French and also programs in other subjects where French is the language of instruction. Where only a core French program is offered, such students should be considered for advanced placement. Extended and immersion French students placed in higher grades shall not be granted credits for core French courses which they have not taken in secondary school. They may reach ahead to take extended or immersion French credit courses. (See Section 7.2).

Wherever possible, courses should be offered at the levels of difficulty which will enable students to reach the proficiency necessary to pursue their educational or career goals. Guidance for teachers in developing core programs at appropriate levels of difficulty may be found in the guideline, French, Core Programs 1980.

Languages as Subjects of Study

Where authorized by a current Ministry curriculum guideline or where approved by the school board and the Ministry, credit courses may be offered in languages other than English, French, Anglais, Francais, as subjects of study but these other languages may not be used as the medium of instruction in other subjects.

5.2 Language Across the Curriculum

Language plays a central role in learning. No matter what the subject area, students accommodate new concepts largely through language, that is, when they listen to and talk,

read and write about what they are learning, and relate this to what they already know. Their language when they talk and write is linked to their thought process and is a manifestation of that thinking; by explaining and expressing personal interpretations of new learnings in the various subject fields, students clarify and increase both their knowledge of concepts in those fields and their understanding of the ways language is used in each.

It follows, then, that schools should provide an environment in which students are encouraged to use language to explore concepts, solve problems, organize information, share discoveries, formulate hypotheses and explain personal ideas. Students need frequent opportunities to interact in small group discussions focussing on the exploration of new concepts. In addition, they should be encouraged to keep journals in which they write thoughts, questions and speculations that reflect on their learning.

Principals can provide effective leadership by encouraging all teachers to participate in developing and practising a school language policy, which is, in effect, a school learning policy. By allowing students to discuss and write in the language they already control, teachers can not only gain new insights into the difficulties students are encountering in particular subject areas, they can also help students avoid rote learning and gain clear understandings.

5.3 The Arts

In every culture, the Arts serve both as forms of communication and as means of expression. Schools, as places where students prepare for their role in a larger society, should plan programs that will enable students to experience the enriching environment that the Arts provide.

For OSSD purposes, every student is required to gain at least one credit in the Arts (see Section 4.10). In addition to planned and scheduled courses in subjects

traditionally identified as the Arts, the school's program should include an aesthetic dimension as an integral part of courses and the co-instructional program. This enrichment can be accomplished in a variety of ways including use of the various media, references to the arts and culture in studies of literature, history and the social sciences, attention to qualities of design and effect in diagrams and graphic presentations of information, and the use of dramatic techniques in expressing and interpreting ideas and concepts in all subjects of the curriculum. Similarly, all teachers should be encouraging students to realize the personal fulfillment that is achieved by active participation in the Arts and to use their creativity in completing the assignments and projects undertaken as part of their courses.

5.4 The New Technologies

The nature of work and leisure in contemporary society is being redefined by technological progress, especially the application of electronic technologies to perform a wide variety of tasks. Examples of fundamental changes in the way tasks are accomplished may be found in the communications media, information processing, medicine and manufacturing, to name only a few, but increasingly, micro-electronic processors are becoming integral to the functions of the workplace. The pervasiveness of the changes places an obligation on educators to be aware of the effects of the changes in society, to relate the uses and potential uses of technology to their subject fields, to assist students in making informed decisions about preparation for careers in a changing workplace and to use the available technologies wherever possible to enhance the teaching and learning processes within schools.

Increasing availability of microcomputers and access to computer networks will enable schools to meet administrative and student services objectives more effectively. Of greater significance, however, will be changes in curriculum which will be required.

In their planning of the total curriculum of the school, principals and teachers should consider how best to incorporate knowledge, skills and attitudes related to the computer in every program. Planning should include consideration of topics such as the following:

- the nature of computers, e.g. equipment, functions, peripherals, capabilities, operating procedures, languages, programming;
- uses in society, current and foreseeable applications, robotics;
- effects on society, e.g. job creation and replacement, obsolescence;
- social and political issues, e.g. privacy, copyright, the input of information, control of information, access to information, health risks;
- aids to learning, e.g. analysis, synthesis, computation, projections, simulations, word processing, record keeping, interdisciplinary studies, drill and practice;
- extending the capability of the mind, e.g. problem-solving, analysis of data, design;
- skills of research - searching, retrieval, accessing data, using data bases;
- information available, e.g. Student Guidance Information System, videotex;
- effective pedagogy, e.g. individual, small group, projects;
- careers in computers, e.g. design, programming, repair, analysis, manufacture.

In view of the rapid and widespread use of computers and their effects on society, all students should have the opportunity to become "computer literate" both by using computer technology in a variety of courses, and by taking credit courses.

5.5 Multiculturalism

The Province of Ontario has a tradition of providing opportunities for people of various cultural, linguistic,

racial, and religious origins, to build a life together as Canadians. The policy of multiculturalism officially adopted by the Government of Ontario accepts this diversity as a unique characteristic of Canadian identity, and embraces three significant themes: equality; access and participation; and cultural retention and sharing.

This policy has definite implications for the education system of this province. The Ministry of Education acknowledges the responsibility to prepare all students to live in our multicultural society and in an increasingly interdependent world. It is therefore essential for us to recognize that every individual, of whatever colour, race, religion, age, or sex has the right to be treated with respect. Our schools must demonstrate their commitment to this principle:

- by helping all students to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development;
- by guaranteeing for all students freedom from physical and verbal attack or psychological abuse in our classrooms, playgrounds, and school communities;
- by exercising a positive role in coping with problems that involve interracial or inter-cultural tensions or conflict;
- by ensuring that all students have equal access to the educational and recreational facilities available in the school system.

Programs in the Intermediate and Senior Divisions should have educational goals that will build on the educational goals that are stated in The Formative Years. These goals include providing assistance and encouragement for the student to:

- develop and maintain confidence and a sense of self-worth;

- develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his/her origin, and by developing a sense of continuity with the past;
- begin to understand and appreciate the points of view of ethnic and cultural groups other than his or her own;
- develop an understanding of such concepts as community, conflict, culture, and interdependence;
- learn the social skills and attitudes upon which effective and responsible co-operation and participation depend.

The philosophy of multiculturalism, then, should permeate the curriculum, as seen in the school's policies, organization, and programs; teaching methods and materials; courses of study; assessment and testing procedures; attitudes and expectations of the school staff; and all interactions with students, parents, and the community. Programs, policies, and services that will contribute to a harmonious, positive relationship among all members of a school community must be established for resident Canadians as well as newcomers to Canada.

The Ministry of Education's curriculum guidelines form the foundation on which courses in the Intermediate and Senior Divisions are based. Several of these documents contain key aspects of the policy of multiculturalism, and new curriculum guidelines will continue to foster an appreciation of multiculturalism and to promote positive attitudes towards people of all races and cultures. Teachers should be encouraged to develop courses which are consistent with the educational goals of multiculturalism and which reflect fairly and accurately the reality of Canada's multicultural society. Principals should ensure that, where possible, core units are incorporated into compulsory subjects so that elements of multiculturalism will become part of every student's program.

The Province of Ontario is committed to the concept of a multicultural society within Canada's essentially bilingual

framework. It is also committed to safeguarding the quality and dignity of all members of society. Since education in Ontario is a shared responsibility, all educators must endeavour to provide equal educational opportunity for all so that the viability of a strong Canadian identity within our multicultural society will be fully realized.

5.6 Business and Technological Education

It is important for students in the Intermediate Division to receive an adequate and appropriate foundation in business and/or technical education. They should be provided with the opportunity to develop basic understanding of how the world of business operates and the economic forces that support our way of life. Further, they should be encouraged to acquire an understanding of technology and its impact on the individual in our society. All students need to understand their role in the interaction among business, industry and society in order to function more effectively as citizens, consumers and workers.

For those students who will seek employment in business and industry upon leaving school, vocational education must include the development of appropriate skills to a level that is deemed acceptable by business and industry for direct job entry.

Secondary schools should also provide courses to prepare students who wish to specialize in business and technological programs at a college of applied arts and technology, university or other post-secondary institution.

In general, business and technological programs in secondary schools should offer diversity in content, function, and approach. The aims and objectives of courses in practical-education programs should focus on one or more of the following:

- in-depth specialization by students, with immediate application to employment;
- student acquisition of an appropriate base of compatible subjects as a background for post-secondary education and future employment;
- the development in students of general business and technological awareness for personal use.

Ontario Academic Courses in Business Studies and Technological Studies may be offered to students who wish to pursue these areas of study at university or improve their general knowledge.

5.7 Life Skills

Life skills are those skills, beyond formal language and mathematics, that are required for successful management of one's life.

Important life skill areas include such topics as fitness, nutrition, parenting, personal resources management, human relations, career planning, computer literacy, law, problem-solving, preparation for employment and development of learning and research skills.

The various life skills should be taught in the context of the courses taken by students. Teachers should refer to curriculum guidelines for examples of life skills to be incorporated in courses. Fitness and nutrition, for example, is taught in the compulsory Physical and Health Education course, parenting in Family Studies, career planning in a Guidance course, human relations in English and the Social Sciences and so on.

If some students will miss some important elements of life skills because of their course selection, it may be necessary to offer, as an elective, a course or module to cover particular life skills topics.

Careful planning is necessary to avoid duplication of life skills topics from course to course.

5.8 School-Related Packages

Characteristics of a School-Related Package

The term "school-related package" identifies a particular set of courses planned by the school to provide a unified curricular emphasis for students who have a specific educational goal in mind. Such a goal could include post-secondary education or training in particular fields, direct entry to employment in a specific vocational field, or general education in a particular area of study. By collaborative planning, teachers can build relationships among courses within a particular package.

Generally, a school-related package would include courses in a subject field of concentration that would be offered in sequence over two or more years. Other courses in the package would contain components directed toward the particular emphasis and supportive of the goal(s) for which the package is planned. In effect, the package provides guidance to the student in selecting courses to support a particular goal and offers some assurance that those courses or their equivalent will be available in future years when required to complete the package.

A package may involve a few or a large number of courses. It may be planned to relate a few courses in Grades 11 and 12 or to form up to one-half of a student's program in Grades 10 to 12. Courses in the subject of concentration as well as the related courses in a package may be based on any of the Ministry of Education curriculum guidelines and may include OAC's. Although courses may be at any of the three levels of difficulty (except for OAC's), the courses in any particular package would generally be offered at the same level.

Planning a School-Related Package

Packages can provide one way to offer a breadth of choice to students when school enrolments are small and two or more secondary schools are within reach of the students. Schools having specialized staff and facilities in particular subject areas such as business studies, technological studies, languages or the arts, for example, may offer packages that concentrate in these subject areas and open the program to adjacent schools. Some co-ordination of program offerings among schools within a school board or adjacent boards can increase the overall choice of program. For a greater number of students, the particular needs for subject concentration can thus be served. At the same time such co-ordination, involving a larger student population, makes it possible to offer packages of courses with concentration in some subject fields that would not have been possible otherwise.

The success of the school-related package in meeting particular student goals depends strongly on the joint planning of the courses by all teachers who participate in the package. The possible educational goals held by students who would choose to enrol in the courses that make up a particular package should be identified at the outset. This could take the form of a list of possible outcomes and relate to possible options that would be open for continued education, training, employment or personal use.

The possible outcomes should serve as a guide to specific objectives that can be developed for the various courses to support the overall purpose of the package. The possible outcomes should also reflect the level of difficulty at which courses in the package are to be offered.

The timing of course content and teaching strategies for maximum effectiveness in the other courses should also be part of the joint planning.

The overall planning of a package should include, wherever possible, some provision for students to explore the subject of concentration of a package before they commit themselves to the package. It is also important for guidance purposes to keep updated on the various options for continued education and training that relate to the particular package.

All school-related packages should be fully described in the school course calendar. Where business studies or technological studies forms the subject of concentration, successful achievement of the package could lead to an endorsement on the student's transcript (see Section 4.16).

When space in a course of a school-related package is available, it should be possible for a student to select that course without being required to participate in the whole package.

Packages - Academic Subjects

School-related packages having an academic subject area as the focus may consist of only a few courses that are grouped for one or two years of the student's program. For example, a package consisting of mathematics, physics, chemistry and electricity courses could offer an applied science approach to support post-secondary studies in engineering, technology, mathematics, or science fields. Similarly, a package consisting of mathematics, physics, computer studies, and electronics could have computer studies as the subject of concentration and support all of the possible post-secondary studies identified in the previous example, with computer science as an added option. A package consisting of English, French, Latin and German would have language as the subject of concentration.

Many academic subjects can be packaged to be mutually supportive. A combination of family studies, law, and

English is one such example. As part of each course, a variety of applications from each subject field in the package could be used to support common themes that enable students to develop particular life skills and explore possible career options in the social science field.

In most packages associated with technological studies or business studies, the academic subjects support a vocational subject of concentration. During part of such academic courses, students should be able to study optional topics and units of subject content that are specifically related to the subject of concentration and the planned outcomes for the package. Teaching strategies for such academic courses could include the analysis of particular applications and a focus on specific problems associated with content of the subject of concentration.

Packages - Technological Studies

Any package having a subject of concentration in technological studies can introduce the student to skills and knowledge associated with a range of possible occupations. Such a package can be supportive of entry to the workplace either following graduation from secondary school or after additional study in a post-secondary program.

A typical package with a subject of concentration in technological studies may begin with an in-depth exploration of the subject in Grade 10 and occupy half of the student's program in Grades 11 and 12.

Courses in the subject of concentration would be offered in each year of the package with one or more of them being a double credit course. The related courses in both academic and technological studies would have units, topics, assignments, and other activities specifically planned to support the subject of concentration and to establish the necessary base of skill and knowledge for further education and training.

A typical package may have auto mechanics as the subject of concentration. Related courses in such a package could include a selection from subjects such as small engines, electricity, science (physics), mathematics, accountancy and English.

Preparation for direct entry to employment will be an expectation of some students enrolled in comprehensive packages. Opportunities for work experience or a co-operative education placement with an employer should be planned for these students in Grade 12 wherever possible.

In order to assist students with future career planning, it should be possible in Grade 9 for students to enrol in exploratory courses in technological studies. These should be planned to introduce them to the subjects of concentration in the various school-related packages.

It is not necessary that all subjects of technological studies offered in a school be structured into a package. Some may serve as independent options and interest courses. This could apply to many of the courses in technological studies offered at the advanced level.

Packages - Business Studies

Packaging of business studies subjects will provide direction to students who wish to concentrate on business studies as preparation for either direct entry to employment or continued study at the post-secondary level.

The design of the package or packages in business studies should be related to the business community and to student needs. These packages should include an opportunity for students to explore the business system, to acquire keyboarding efficiency, to appreciate technological developments in the business community, to develop communication skills for the business environment, and to

branch out into a specific area of business studies supportive of their goals and needs.

The operation of a business studies package or packages within a school should not preclude students selecting individual courses within the packages as independent interest options.

For those students whose expectation is entry into the workplace upon graduation, opportunities for applications of business theory should be available through work experience and/or co-operative education.

Packages - The Arts

To provide a comprehensive arts program, courses from a variety of subject fields can be planned with an arts focus and organized into one or more packages. As with all school-related packages, students may choose part or all of a package.

One package, for instance, could combine dramatic arts courses, a physical and health education course with a dance/movement focus, and English courses with an expressive communications/literature focus. Where professional theatre groups or a community theatre movement operates locally, additional options for work experience and community involvement could be built into the package.

Another possible package, offered over two or three years could include visual arts, music, history, and man and society. Emphasis could be on the inter-relatedness of aesthetic, social, cultural and historical factors.

Visual arts courses can also fit well into packages having another focus. One possible combination could concentrate on technological courses in design studies with visual arts, physics and another technical subject as related courses.

Another emphasis could be based on environmental science courses with urban studies, politics and visual arts as related courses.

5.9 Community-Related Packages

Characteristics of a Community-Related Package

The term "community-related package" identifies a set of courses planned by the school and community to provide for students a curricular emphasis related to the major economic base of a community. Examples of possible emphases are forestry, mining, tourism, agriculture, manufacturing and business.

The community-related package may be broad, and involve the entire student population of a school through the inclusion in compulsory courses of units, projects, and assignments related to the particular emphasis associated with the community. Other community-related packages may be narrow in emphasis, planned for particular groups of students who seek to enter employment in dominant areas of local employment. In this latter case, co-operative education or work experience components should be part of the program.

Planning a Community-Related Package

A key characteristic of the community-related package is that each course in the package reflects joint planning by teachers and community representatives to ensure relevance of the course to both students and community. With a vocational package, community representatives should be involved not only in the design but also in the implementation and evaluation of the package.

In the broad community-related package, the curricular emphasis may be reflected in both compulsory and optional courses at all levels of difficulty. In each case, the

core content would remain within the framework of the respective guidelines but optional units could be adapted to recognize the economic base of the community. Such packages are particularly appropriate where the local industry is based on a natural resource such as forestry or mining that significantly influences the environment, social life and economic health of the community.

In general, the adaptation of optional units would include planning for both theoretical and applied components. The applied components can be most effective where community representatives participate in the planning and to some extent in the implementation.

The community-related packages of a more specific vocational nature are very similar to the school-related packages for technological or business studies. The additional feature of such packages is the visible involvement of community representatives in the planning and implementation of the courses. In many cases, the package would involve out-of-school co-operative components planned to facilitate transition for students from school to employment. In such cases, in-school components would prepare the student for further education and training in the particular employment field.

Where course content in any community-related package deviates from curriculum guidelines, approval would be required to establish the program.

5.10 Co-operative Education Programs

Co-operative Utilization of Community Resources

Through the use of out-of-school resources, it is possible for schools to meet certain particular educational needs of students in effective ways. Courses involving co-operative education can provide modes of learning that take full

advantage of educational resources in the community. Co-operative education courses can develop skills that are needed in a social-service activity, in business, a vocational pursuit, or some special activity or study in the community, provided that the out-of-school involvement enhances the educational experience of the students involved.

A co-operative education course or set of courses consists of an in-school component and an out-of-school component so that learning and experience are combined in an educationally beneficial way. The structure of both the in-school and out-of-school components is the responsibility of the teacher. Any course or set of courses in co-operative education can make considerable demands on the time of the teacher as well as on that of the out-of-school supervisor and employer. The proposed out-of-school learning must be outlined, the resources identified, and the evaluative criteria co-operatively determined in advance and subsequently monitored. These are legitimate demands on the teacher's time and need to be accommodated in the organization of the school program and in the teacher's timetable.

Individual students or small groups of students at any level of learning ability should be able to participate in a co-operative education program.

Policy Governing Co-operative Education Courses

The following policy statements provide direction for the planning of credit courses involving co-operative education.

i) Approved Courses

The same rules apply to co-operative education courses as apply to all other courses offered for credit. Courses utilizing a co-operative mode of delivery are to

be based on a curriculum guideline or treated as non-guideline courses for which Ministry approval is required. A significant out-of-school component does not in itself make a course a non-guideline course. For example, a gifted student may take a history course that has been specially designed to involve a great deal of library work, perhaps under the auspices of an historical society; such a course could fall within the framework of a curriculum guideline.

An exception to the above is the Co-operative Guidance course that enables day school students to obtain a maximum of three credits towards an OSSD for learning experiences that foster social development, preparation for employment, and career exploration but does not relate directly to an individual curriculum guideline. This preparation is best accomplished by learning experiences that involve the co-operation of school and community. The following conditions apply to these courses offered in Grades 9 to 12 at the basic, general or advanced levels of difficulty:

- A minimum of one-third of the course time shall be devoted to the in-school component. The objectives and the content of the entire course shall be developed locally and be based on the Guidance guidelines and the resource document, Work and Employability Skills Program.
- Out-of-school placements will give students an opportunity to explore a variety of occupations. Careful planning and monitoring of these placements by the teachers shall be required to ensure that the overall course objectives are being met.
- Wherever possible, concurrent scheduling of the in-school and out-of-school components should be arranged so that students are able to analyze and review their out-of-school experiences with peers and their teacher.

. When reporting co-operative guidance courses on the Secondary School September Report, enrolment information shall be entered in Section C - Courses having an out-of school component in excess of 1/3 of the course time. (e.g. Guidance, Senior Division, 1977, S14-020).

ii) Credit and Time Ratio Between In-School and Out-of-School Components

A minimum of one-third of the total credits assigned for a co-operative education course shall be awarded for the in-school component.

(a) When the in-school and out-of-school components run concurrently the combined mark shall be recorded in the student's record.

(b) When the out-of-school component follows the in-school, it is permissible to record two separate entries against the same Ministry guideline.

(c) When the out-of-school component precedes the in-school component the principal shall withhold the awarding of credits until the in-school component has been completed.

The required time in-school per credit is a minimum of 110 hours. Although it is possible in a very intense learning environment to award a credit for as little as 110 hours in the out-of-school mode, most training stations require 160-220 hours per credit. The principal shall decide the appropriate time required after consultation with the teacher/monitor.

iii) Credit Limit

There is no formal restriction on the number of credits that may be earned through co-operative education, but

students should be advised to allow for a reasonable balance between the regular program and the co-operative education program in their timetables.

iv) Eligibility for Credit

In order that a co-operative education course or set of courses be eligible for credit, the out-of-school work must be very closely related to the in-school studies and must reflect co-operative planning between outside instructors and in-school staff. These courses must be carefully monitored by the school if they are to remain eligible for credit.

v) School Monitoring and Supervision

Where a credit course or set of courses has an out-of-school component, a teacher on the school staff, knowledgeable in the area under study, must be involved in the out-of-school portion in order to:

- identify the objectives for the component and approve the learning strategies planned to achieve them;
- work co-operatively with outside supervisors (where such are involved) in planning and evaluating student learning and in orienting the student to work situations;
- visit and monitor the out-of-school activities to ensure that course expectations are met;
- evaluate the student's performance and the worth of the particular out-of-school activities in meeting objectives.

Teachers monitoring the out-of-school component should be required to maintain a record of their monitoring activities.

vi) Safety and Liability

Every precaution must be taken to assure the safety and protection of students during the out-of-school component. Safe work stations, special instruction on safe practice, safety clothing, student accident insurance and board liability insurance are essential aspects of the out-of-school program.

Both school officials and co-operating company officials should ensure that proper industrial procedures and requirements are met.

vii) Payment for Work

The following principles may be applied at the discretion of the individual board:

- Students may receive pay, as well as academic credit, for employment or community involvement when there is a balance between the learning they obtain on the job and the productive work they accomplish.
- Students may receive academic credit alone when learning is the major factor and the students do not contribute significantly to production.
- Pay, where offered, may be an hourly wage, a per diem for expenses, or an honorarium.

viii) Additional Costs

Some out-of-school components, particularly those that do not involve employment, may require additional costs to students or parents. Students should not be denied access to courses requiring such costs because of their inability to pay. Every effort should be made to provide assistance to students whose financial circumstances make it difficult for them to participate.

Implementation of Co-operative Education

Advisory committees should play an important role in establishing and maintaining the links required between the school and the community for the success of co-operative education courses. It is recommended that community groups, parents, employers, representatives of labour, and educators be given adequate representation on such committees, and that committee members be involved in both the planning and evaluation of programs. These committees should ensure that appropriate communication is established between all parties concerned. For example, if a student is to be paid for a newly established work station, preliminary discussions should be held with the employer, the supervisor, other employees, and union representatives to inform them of the aims of the program.

Advisory committees can assist in the placement of students in appropriate learning programs in the community. It can be their function to examine the general criteria stated in this policy statement and to make recommendations to the school board concerning the criteria that may be considered in the local implementation of co-operative education in the schools.

Any co-operative education credit course or set of courses must be based on local outlines of criteria approved by the school board, or must be given special approval by a supervisory officer of the board. The description of such courses in the school course calendar should clearly indicate the nature and extent of the out-of-school component.

5.11 Work Experience

Work experience is a form of co-operative education which provides a learning opportunity for the student in the work place under the supervision of an employer for a limited

period of time within a credit course. As a component of the student's program, work experience provides opportunities to practise and reinforce the vocational skills and technical or business knowledge acquired in school. It also provides students with an orientation to the work place as well as opportunities for additional career exploration through discussions with experienced workers.

The activities and objectives of the learning experiences in which the student is to be involved must be discussed beforehand by the teacher and employer or supervisor. Evaluation reports on the student's experience are prepared by both the employer and the student.

Every precaution must be taken to assure the safety and protection of students on the job. Assurance of safe work stations, special instruction on safe practices, safety clothing, student accident insurance and board liability insurance are all factors to be considered when out-of-school work experience components are planned.

Work experience components should be planned as part of any course in technological or business studies according to the criteria for co-operative education outlined in Section 5.10. This approach establishes a timetable schedule for the out-of-school component in the workplace and results in no loss of time from other courses taken by the student.

When it is not possible to schedule the work experience as an out-of-school component of a course in the student's timetable in a formal way, it may be implemented informally. The student may be excused from his/her program for one or more blocks of time during the school year to acquire the work experience. Efforts should be made by every teacher involved in the student's program both to minimize the effects on the student of missing course-work during the work experience period and to maximize the

learning by the student across all subject fields during the out-of-school period. All such work experiences should reflect good planning and in no case exceed a total of four weeks in any one school year. In this type of work experience the student normally does not receive pay. The experience is most beneficial to students in their third or fourth year of secondary school.

In Grades 9 and 10 some students may benefit from a work experience opportunity to learn about a particular occupation in which he/she has an interest but no training. The experience should be planned to help the student become accustomed to a work environment, to acquire work-related skills and to learn more about the kind of career that might be congenial after graduation. Such experiences may be implemented informally for periods of one or two weeks where appropriate. The tasks the student will perform are necessarily limited in scope, but learning on the job can increase student interest in related studies at school.

5.12 The Linkage Program

The Linkage program facilitates the alignment of subject content in certain secondary school courses with training programs offered by the Ministry of Colleges and Universities at the post-secondary level. Schools participating in the program are provided with a training profile listing specific performance objectives that must be accomplished as part of the course.

This alignment of the curriculum makes it possible for secondary school students enrolled in courses of technological or business studies (associated with the Linkage program) to continue their theoretical training after graduation with minimum overlap. The program is aimed at students who intend eventually to enter apprenticeship, enter a business or technical program in a College of Applied Arts and Technology, or enrol as trainees in a

modular training program. For example, students enrolled in the Linkage program for Motor Vehicle Mechanics who successfully achieve the learning specified in the basic course of in-school theoretical training for the apprenticeship, are excused from this course if they become apprenticed after graduation. As apprentices, their first in-school training assignment would be the intermediate course at a College of Applied Arts and Technology.

All courses offered in secondary schools, whether associated with the Linkage program or not, must be based on the appropriate curriculum guideline issued by the Ministry of Education. The Linkage training profile serves in each case as a resource for the teacher when planning the series of courses required to accomplish the particular Linkage program. From the point of view of the student it should be clear that courses in the Linkage program serve two purposes:

(i) to earn OSSD credits while acquiring skill and knowledge in a vocational field;
(ii) to acquire a level of training that is recognized for advanced placement when entering post-secondary training programs of the Ministry of Colleges and Universities.

Achievement of the learning objectives specified in the training profile for a particular subject area in the Linkage program may involve courses totalling from four to ten credits over a period of two or more years. Linkage programs can, therefore, be delivered most effectively as a school-related package that includes appropriate mathematics and science courses. Where possible, Grade 12 courses in the Linkage program should also be co-operative in nature and include a closely related out-of-school work component with an employer. Work experience of this type can provide opportunities for the student to reinforce the skills and knowledge acquired in school and to develop the appropriate attitudes and knowledge of the work place that foster a satisfactory transition to work after graduation.

Current information on the various subject fields included in the Linkage program as well as the associated program materials may be obtained from Regional Offices of the Ministry of Education.

5.13 The Small Secondary School

Small schools experience difficulty in developing a full range of courses to meet the needs of all students. It is important that courses are provided both for students who will be leaving school to seek employment as well as for those who will be attending post-secondary institutions.

In order for small secondary schools and schools in remote areas of the province to provide a sufficient number of options to their students, co-operative arrangements between boards and schools are essential. Sharing is also necessary to make the most efficient use of facilities such as laboratories, libraries, and technical facilities. This co-operation will assist in spreading scarce resources more evenly and reduce duplication.

The sharing of facilities and personnel between elementary and secondary schools within a board should also be encouraged. Such sharing could involve the use of the same physical plant, office personnel, and special equipment.

Some possible strategies to alleviate the problems of providing program options and flexibility in these schools could include:

- facilitating staff development of multi-qualifications
- offering courses at more than one level of difficulty or grade in a class (see Section 6.5)
- supplementing the school program with correspondence courses, films, videotapes, and computer assisted instruction
- developing closed circuit TV or 2-way communication between schools

- using evening and summer school programs to expand the range of subjects
- teaching some courses in alternate years
- promoting the involvement of differentiated staff, such as teachers' aides and volunteers
- considering co-operative education, work experience and community involvement programs
- implementing expanded use of independent and private study methods of learning.

In order to assist students with special needs, such as exceptional pupils, boards may wish to share such personnel as consultants, co-ordinators, and psychologists. Special education teachers working on an itinerant basis may also be used where circumstances permit.

5.14 Specialized Schools

School boards are encouraged to investigate the feasibility of establishing secondary schools related to specific activities such as the performing arts, languages, pure and applied sciences and technical studies or business studies.

As enrolments decline, boards may find the need to designate particular programs to particular schools. Small enrolment programs, such as some languages, may need to be offered in one school to serve several schools. However, a secondary school should not specialize to the point where it cannot offer the full range of required courses necessary for a student to obtain an OSSD.

5.15 Public Alternative Schools

The special and useful role of public alternative schools and programs should be examined by school boards to determine whether there is a need for such schools within the board's jurisdiction.

Public alternative schools and programs often are developed in response to needs expressed within the local community and provide another option for students, parents and teachers. They provide opportunities for individualization, smaller classes and extensive use of the community as a learning facility.

The development of an alternative school or program should be preceded by a study that would examine factors such as educational need, acceptance and interest of students, location of the school or program, nature of the curriculum, staffing and preparation of staff, costs and criteria for ongoing evaluation of the purposes and achievement of such a shool or program.

Alternative schools by their nature, differ not only from conventional schools, but also from each other and careful planning is necessary to articulate the specific objectives of each such school.

5.16 Co-Instructional Programs

The term "curriculum" encompasses all learning experiences that are provided for students under the auspices of the school and the school board. It includes both the instructional and the co-instructional programs. The term "co-instructional" refers to those parts of the curriculum commonly referred to as intramural programs, interschool programs, school clubs, recreational activities, and extra-curricular activities.

Students, even within the same chronological age group, show wide differences in social, emotional, physical and mental maturity. To meet the needs of a wide variety of students whose abilities and interests vary greatly, the school should attempt to provide many different kinds of programs and activities. The co-instructional programs provide opportunities to students for enrichment, for the further practice of skills and knowledge acquired in the

instructional program, for the development of personal skills of socialization and independence, for the realization of their potential in a less formal setting, and for the practice of decision-making and the handling of responsibility. These activities provide for differing kinds of relationships to develop in a very positive manner between teachers and students and among different groups of students.

With the school board's approval, each school should establish a mechanism to assess on a regular basis its needs for co-instructional activities, bearing in mind the widely varying abilities and interests of the student population, the need for equal opportunity for male and female students, and staff aptitudes and interests. Students and members of the community should be involved in this assessment.

All of these factors emphasize the need to draw on community resources in order to provide a rich environment of experiences and opportunities in the co-instructional program.

It is recognized that the legal implication of bringing parents and other adult members of the community into the school to assist in the co-instructional program should be explored. Paragraph 9 of Section 149 and subsection 150(3) of the Education Act set out the duties and powers of a school board in regard to persons who volunteer to serve without remuneration in the schools.

5.17 Library Resource Centres

The school library resource centre provides for the needs of both students and teachers. Its teaching/learning program, which is an integral part of the total school program, is dependent upon three major interrelated components. These components are personnel, materials and facilities.

The Ministry of Education publication Partners in Action: The Library Resource Centre in the School Curriculum, (1982) emphasizes that success of the library resource centre program depends upon co-operation between classroom teachers and the teacher-librarian in the systematic planning of students' programs. The document demonstrates how principals, classroom teachers, teacher-librarians and board resource centre personnel can, by working together, provide effective programs for students. Principals should ensure that teachers and teacher-librarians have time to plan co-operatively suitable programs for students.

It is fundamental to the success of the program of the library resource centre that it be carried out in each school by teacher-librarians who have qualifications in both teaching and school librarianship. Cooperative planning requires that teacher-librarians have expertise in curriculum planning and program evaluation, in the development and teaching of library, research and learning skills and in the evaluation, selection and use of learning materials. Since modern technology provides students with better access to information, teacher-librarians must be knowledgeable about organization of resources, information networks, the use of computerized data bases, courseware and lessonware, and other technological aids to student learning. Since there is a significant technical and clerical component to the operation of the school library resource centre, support staff may be required in order that the goals and objectives of a library program are achieved.

Resource based learning, such as inquiry, individualization, independent study, and teacher directed learning requires a broad spectrum of resources to match student abilities and learning styles, and to support instructional programs. Such resources need to be available on demand from and through the school library resource centre. Central to the teaching/learning process are print and non-print materials as well as the technological developments in communication

and information retrieval. Resource materials necessary to support and enrich curricular programs, to maintain and update the reference collection, and to develop information systems must be available in the library resource centre.

Library facilities and equipment are important components of the resource centre program. These are directly related in the type of services offered, the school-oriented learning activities, and the people to be accommodated. To meet the needs of individuals, small groups, and complete classes, the library resource centre staff and facilities should be available throughout the school day.

An effective school library resource centre program contributes significantly to the skills needed for academic achievement, for continuing education, and for future career flexibility.

5.18 Selection of Textbooks

Circular 14, Textbooks is an annual publication that provides a list of textbooks approved by the Minister of Education for use in Ontario schools. This circular is published annually in January. A supplement, Circular 14A, is published in the spring and Circular 14B in the fall to provide updated listings of texts that have been approved for use.

The sections from the Education Act and regulations that pertain to the use of textbooks in schools are included in the introductory pages of Circular 14, Textbooks. Reference should be made to these sections as well as to Section 3: "Selection of Textbooks".

In all subject areas for which approved texts are listed in Circular 14, selection shall be made from this list unless permission to use another text has been granted by the Minister. The texts selected for use must be approved by

board resolution (see the Education Act, sections 235 and 236). Although there are texts listed in Circular 14 for OAC's, teachers may select other materials that they deem appropriate, subject to the approval of the local school board.

In those subject areas and programs for which no texts are listed in Circular 14, or for which the texts listed do not provide material for the entire course, as noted in Circular 14, texts provided by the school board are to be selected by the principal in consultation with the teachers. The selection is to be approved by board resolution (see the Education Act, sections 235 and 236).

Permission to use textbooks not listed in Circular 14 or not covered by the provisions given above, must be obtained by the chief education officer of the school board from the Regional Director of Education. The request should include a statement to the effect that the board has approved the use of these textbooks.

Permission is also required for texts to be used with non-guidelines courses, exclusive of courses leading to OAC credits. Submissions for the approval of non-guideline courses should include a list of textbooks proposed for use in the course and a statement to the effect that the board has approved the use of these texts.

Where texts are to be selected locally, preference should be given to books written by Canadian authors or editors and printed and bound in Canada.

6. PLANNING STUDENT PROGRAMS: GRADES 9 TO 12/OAC's

6.1 Program Components

Ideally, a student's program should possess qualities of coherence, continuity and balance. For the individual student coherence can be achieved by the selection of a combination of courses that relate to his or her immediate and long-term goals. Continuity can be achieved by the selection of a combination of courses to follow a logical sequence over time and to enable the application of principles and concepts from one course to other courses being taken at the same time or later. In many respects, balance in a student's program is assured by the completion of the compulsory credit courses at an appropriate level of difficulty; however, students should be encouraged to choose a combination of courses which is sufficiently broad that future educational and occupational goals are not restricted to a narrow choice.

Depending upon the level of difficulty, most courses will include a combination of objectives which can be considered as theoretical, applied, or directed towards personal growth and life skills.

The theoretical or cognitive elements relating to the factual or conceptual knowledge on which the discipline is structured, can build a base for continued study in the subject field.

The applied elements include development of procedural, manipulative and problem solving skills using the theory associated with the discipline or subject field. Objectives of this type should also include some understanding of how the knowledge and skills associated with the subject can be applied in various occupations.

Objectives that can serve the personal growth or life skill needs of students will vary with the subject. This aspect of the program is discussed separately in Section 5.7.

The achievement of an appropriate mix of the three types of objectives, coherence, continuity and balance, should provide all students with the skills they need to continue their education throughout life with competence and confidence.

The level of difficulty for which a course is planned will reflect the relative emphasis placed on each type of objective. Advanced level courses should emphasize the theoretical or cognitive aspects; general level courses should put more emphasis on the applied elements; basic level courses should focus on personal skills, social understanding and self-confidence. Each emphasis represents an approach to the teaching and learning of the subject and favors particular learning strategies. Therefore, if an overall balance is to be achieved in the student's program, that balance must be planned to some extent in each course.

The ways in which the qualities of coherence and continuity may be structured into a student's program are discussed further in Section 5.8.

6.2 Influence of Students' Future Goals

In the secondary school, all students must be able to select programs that are both appropriate to their educational goals and capitalize on their abilities, interests and needs. This should be possible without unnecessarily limiting their future educational and occupational choices.

For the majority of students, the educational goals will involve either further education or direct entry to the work force after graduation. Whether the further education takes place in a university, a college, or some other post-secondary educational institution, there are entry requirements that must be met appropriately in the secondary school if the student is to be successful in his/her further studies. School personnel should liaise with local college and university personnel to gain a mutual understanding of their programs and to facilitate as much as possible a smooth transition for students.

It is equally important to have school programs that are specifically planned for students whose goal is to enter the work force directly after graduation. The availability of school-related packages (Section 5.8) to support career fields such as technological studies or business studies can meet this need only when the delivery of related required subjects is also planned with this goal in mind. Liaison practices that provide regular opportunities for discussion with people from business and industry can assist in this process.

As courses can be planned to serve more than one educational goal, students should not be expected to take all courses at the same level of difficulty. In this regard, the particular level of difficulty at which a student takes most of his or her courses should not be used to designate or label a student.

6.3 Planning a Program to Meet Students' Goals

In each year in the secondary school, each student should select courses from the school program with his or her education and career goals in mind. Courses should be selected to include the required subjects and be chosen at the most appropriate level of difficulty whenever there is a choice to be made. All students who are capable of doing so should be strongly encouraged to expand and deepen their studies by taking more than the minimum number of credit courses towards the earning of a diploma, preferably earning credits from as challenging a level as possible.

The principal and staff of a school may make recommendations to students and their parents regarding the selection of courses. Their recommendations should be based on the best information available about the individual student's abilities, achievements, interests and educational goals. Such advice may have a significant influence on student choices and parental approval. Students and their parents have the right to make alternative course selections. However, they must be informed of the consequences of these

selections on the student's eligibility for the OSSD and/or the Certificate of Education. Students who have attained the age of majority may accept responsibility for their own curricular choices.

In addition, students should be informed of educational and societal priorities that support national objectives such as personal fitness and health, understanding and appreciation of English and French as official languages, the benefits of multiculturalism and awareness of Canada's cultural heritage.

It should be clear that students need not choose all courses at the same level of difficulty.

For students planning to enter university, most, if not all of the compulsory credit courses will likely be taken at the advanced level of difficulty to prepare them to take the OAC's.

Many students will plan their programs to acquire knowledge and skills that can be applied to a particular career field. They may plan to enter business and industry either directly after graduation or after further training in a college or private vocational school. Such students may choose to take many of their courses at the general level of difficulty as well as some at the advanced and/or basic level.

Students who for a variety of reasons may be planning to enter the work force directly from secondary school, may choose to take many of their courses at the basic and general levels of difficulty. The individual programs of these students may include up to half-time in practical studies related to various occupations. Compulsory credits in the required subjects could be reduced to four in any one year of the student's program and undertaken over the projected four years of attendance. It is important when programs are being planned that students are informed fully of the requirements for the OSSD and the Certificate of Education.

6.4 Revision of a Student's Program

The first years of secondary school should be viewed as exploratory. Many students will change their educational goals and wish to undertake compulsory or elective courses at a higher or lower level of difficulty than originally planned. By Grade 11 a student wishing to attempt courses at a higher level of difficulty may have an accumulated deficiency of prerequisite learning, especially in subjects which are sequential. In such cases, the student could undertake remedial work through independent study or repeat the previous course at the higher level of difficulty or take a transition course designed to prepare the student to move from one level of difficulty to another.

Successful achievement of any course repeated either at a higher or lower level of difficulty, may only be counted once for the purpose of meeting diploma requirements unless the subject content of the course is judged by the principal and staff to be substantially different. This is true for either compulsory or elective courses.

Where there is partial overlap between two courses taken at different levels, fractional credits may be applied for new work.

6.5 Bi-level and Multi-grade Classes

In secondary schools that are small or highly specialized in their program offerings, it may not be feasible to offer separate classes in all subjects for each of the three levels of difficulty. In such cases, a single class may be organized to serve two groups of students, each group taking its course in the same subject and grade but at a different level of difficulty. These courses will likely be either at the basic and general levels or at the general and advanced levels of difficulty. The course objectives and the evaluation procedures for each level of difficulty included in such combined classes must be articulated clearly so that

students, parents and teachers are aware of the credit requirements for each each level.

Where the number of students in each grade who are taking courses in the same subject is limited, groups of students in adjacent grades may also be combined in one class.

In all combined classes, the courses should be planned to utilize classroom resources most effectively, recognizing the need for a balance in teacher-instruction time, independent study by the student, project work, and other assignments.

6.6 Prerequisite Courses

Where appropriate, Ministry of Education curriculum guidelines will establish prerequisites for courses. Information on such prerequisites must be communicated clearly to students and parents by the school.

In cases where individual students or parents request exemption from a prerequisite course, the principal of the school will rule on the request.

Should the principal deny the request for exemption from a prerequisite course, the parent or adult student may appeal this decision to the school board whose decision shall be final.

6.7 Accommodating Returning Students

School programs should be structured to accommodate, as far as possible, persons who have left school and who subsequently decide to return to further their education.

These returning students often come back with a particular career goal in mind, such as achieving academic upgrading in particular subjects, completing the requirements for a diploma, or taking a specific skill development course. There will be a need for the school to be flexible in:

- offering intensive short courses which meet particular needs
- permitting entrance to courses at a number of different times in the year
- preparing teachers to meet the unique needs of older students

There are a number of program provisions that can be utilized to meet the needs of returning students:

- offering 30-hour and 60-hour courses for 0.25 credit or 0.5 credit (see Section 4.5)
- semestered and trimestered schools and other types of program organization which will allow students to enrol at several different times during the year
- independent study opportunities (Section 7.3)
- equivalent standing for mature students (Section 7.14)
- school and community-related packages having a specific job-preparation emphasis (Sections 5.8, 5.9)

Guidance services for a returning student should focus on providing the student with the specific courses needed to allow for the attainment of his/her specific career objective.

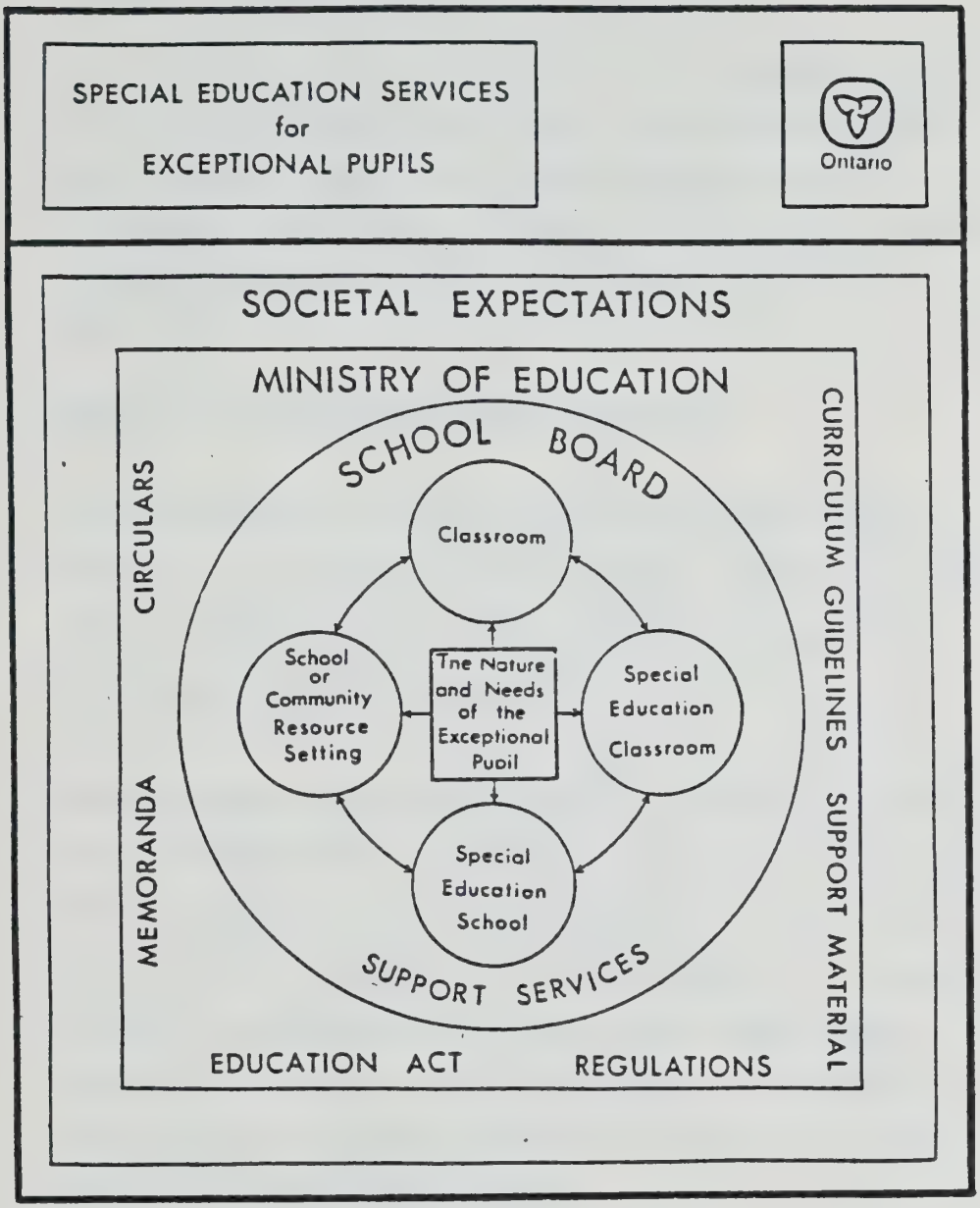
6.8 Special Education Programs and Services

Special education in secondary schools refers to the provision of special education programs and special education services for exceptional pupils at any of the three levels of difficulty.

In order to meet the needs of exceptional pupils, boards should provide as wide a range of appropriate course alternatives as possible. This should be accomplished with the maximum possible participation in the school's regular curriculum.

Program organization may take place in a variety of settings: the regular classroom, a resource setting, a special education classroom, a special education school, or some combination of these. The nature and needs of the learner are central to decisions regarding special education placement.

The inclusion of adequate support services at the board level is important to the success of program planning and implementation. The Education Act, regulations, circulars, memoranda, curriculum guidelines and support documents provide the framework for a school board's responsibility to the pupil. Societal expectations, as illustrated in the following diagram, are important in that the ultimate goal is to provide for the pupil's individual success and personal acceptance of and contribution to society.



Some severely handicapped pupils may require special settings such as residential treatment centres, schools for the blind and schools for the deaf. Not every school board will be able to provide, within its jurisdiction, the full spectrum of educational opportunities for all exceptionalities. Some boards may need to enter into agreements with other boards for the provision of specialized alternatives and support services.

The recommendation to place an exceptional pupil in any special education program must be made by an Identification, Placement and Review Committee of the board.

It is important that the instruction of exceptional pupils be assigned to teachers who have an understanding of the special needs of individual students and who have a willingness to meet the challenge of teaching these students by making appropriate curricular and organizational adjustments.

Provision of Credits for Exceptional Pupils

Special provisions should be made for exceptional pupils whose rate of progress warrants the use of more or less time for the successful completion of the work that has been planned. The allocation of scheduled time is the responsibility of the principal.

Where necessary, the principal shall arrange for a course to be altered to meet the individual needs of an exceptional pupil. However, it is necessary to follow the intent of the guideline and to maintain the integrity and quality of the course at the appropriate level of difficulty. A variety of teaching and evaluation strategies and, in some cases, specialized equipment suited to the needs of exceptional pupils may be necessary in order for them to make maximum use of the learning environment.

An exceptional pupil may receive instruction individually or in small groups for varying periods of time in a special resource setting.

These pupils may receive credit for a course given in a special resource program provided that:

(a) the course is intended to achieve objectives of a Ministry of Education guideline for credit purposes or has been designed in accordance with the policy for non-guideline courses; and

(b) the student is not receiving credit for the same work in the regular class.

Course Adaptations for Exceptional Pupils

Courses at any level of difficulty may be adapted to meet the needs and capabilities of exceptional pupils.

When it is necessary to make significant adaptations in course content, it is important that each exceptional pupil be evaluated and awarded credits based upon the specific objectives developed for that student.

These students may be granted fractional credits for those parts of courses which have been satisfactorily completed relative to the objectives developed for them. Wherever possible, they should be given the opportunity to obtain additional fractional credits through relevant assignments and work-related experiences so that they may obtain full credit for a course. The fractional credit awarded shall be not less than one-quarter credit.

Compulsory Credits for Exceptional Pupils

In order for the special needs of some exceptional pupils to be met, and to provide flexibility in developing a total program for them, the principal may reduce the 16 compulsory credits required for an OSSD by a maximum of 4; i.e. a student's program could include a minimum of 12 compulsory credits within the 30 required for diploma purposes.

Similarly, for exceptional pupils, the 6 compulsory credits required for a Certificate of Education may be reduced by the principal by a maximum of 4 so that within the 14 credits required for a Certificate of Education, there would be a minimum of 2 compulsory credits.

Evaluation of Exceptional Pupils

Evaluation of exceptional pupils should be sufficiently varied and flexible to allow for individual differences and needs in the three levels of difficulty. The program should be based on and modified as the result of continuous assessment and evaluation and may include such techniques as observation, teacher-student interviews and informal and formal assessment. Oral examinations, longer time periods for written examinations and alternative assignments may result in better judgment of a handicapped pupil's achievement.

6.9 Guidance and Counselling

The maintenance of an effective guidance and counselling service is vital to the operation of a school. The variety of curriculum choices available to students in most secondary schools makes it essential that high priority be given to consultation services. If students are to make informed decisions about course selections, they need to know as precisely as possible the philosophy and practice of the school regarding the courses that are available as well as the possible consequences of their particular choices.

The expectations of business, industry, and post-secondary education, as well as national priorities have a significant influence on the selection of courses and should, therefore, be part of the information readily available to each student. Furthermore, the planning of programs with students requires continuous evaluation of individual potential and achievement if students are to be assisted in finding their appropriate goals and directions.

Guidance involves both program (instruction) and services (personal counselling, consultation with staff, parents and administration). Important functions of counselling include instructing students in career education and facilitating the adjustment of new students or those requiring special education services. Other important functions of guidance

services include liaison with feeder schools, utilization of the resources of community agencies, and the satisfactory flow of educational and career information to students, teachers, and parents.

In planning for these essential services in the schools, principals should encourage guidance counsellors to meet regularly with teachers so that some of the information required by students will be available from all staff members and so that guidance then becomes a total school responsibility.

6.10 Early School-Leaving

Regulation 261 permits a parent to apply for the release of a student, aged fourteen or over, from regular school attendance so that the student can participate in an alternative learning experience that is considered suitable for him or her. This experience may involve attendance at some classes or a full-time program away from the school and can enable students to earn credits for diploma purposes. After approval of the program is made by a committee established according to the Regulation, the student continues to be registered at the school until he or she is no longer of compulsory school attendance age. The principal shall participate in monitoring the progress of the student, and shall report such progress to the parents, and shall maintain the Ontario Student Record Folder.

7. WAYS OF EARNING CREDITS

7.1 Guideline Courses

In most cases, students will earn credits in day school courses (including co-operative education programs) based on the guidelines issued by the Ministry of Education (see Section 4.7).

7.2 Credits for Elementary School Students

In accordance with the concept of continuous progress in education, an elementary school principal and the principal of a publicly supported school offering secondary school programs may decide that it is appropriate for certain elementary school students to enrol in secondary school courses. For some exceptional pupils, the recommendation to enrol in secondary school courses may be made by an Identification, Placement and Review Committee. Where prior permission has been granted by local supervisory officers for elementary school students to take secondary school courses for credit, the principal of the publicly supported school offering secondary school programs shall assume the responsibility for evaluating the students' achievements and for allotting credits.

Extended and immersion programs in French as a Second Language are distinct programs different from core French. Elementary school students shall not be granted secondary school core French credits for work taken in extended or immersion French programs in elementary school.

Some elementary school pupils in core, extended or immersion French programs may be considered for enrolment in secondary school French courses of the same type as the course in which they are enrolled in elementary school.

7.3 Independent Study

Opportunities for independent study should be available to students only to the extent that such study provides the appropriate balance or support to a student's total program. In any given course, there is no restriction on the number of periods that a teacher may permit for independent study. In this method of study, the teacher is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that which is expected in a course with a scheduled time of a minimum of 110 hours.

7.4 Private Study

A private-study student is one who takes one or more courses through private study where attendance at the school is not required in such courses. A student can qualify for private study because he or she is deemed to have a valid reason for not attending classes or because the school does not offer the course(s) but is willing to monitor the student's progress and evaluate his or her work. At the discretion of the principal, a day-school student may also be a private-study student for one or more of his or her credit courses.

Credits may be earned for diploma purposes through private study. A person who wishes to qualify as a private-study student should submit an application as early in the school year as possible, normally not later than the first school day in February if the student intends to complete the course by June 30. The application shall be submitted to the principal of the secondary school at which he or she wishes to be considered a private-study student.

When a private-study student has obtained satisfactory standing, the principal shall record the standing in the Ontario Student Record Folder in the manner prescribed in Regulation 271, Pupil Records.

7.5 Correspondence Education

Secondary school correspondence courses conferring credit towards the OSSD are provided to Ontario residents by the Ministry of Education. For the most recent information concerning eligibility and enrolment procedures, reference should be made to the booklet Correspondence Education for the current year.

7.6 Continuing Education

Continuing education is defined as the provision of learning opportunities to part-time or short-term learners following or outside of formal full-time study. This provision consists of credit and non-credit offerings other than those courses taught during the defined school day in elementary and secondary schools. The audience for continuing education is predominantly adults (i.e., persons over the age of 15 who have been out of school for a year or more) although students enrolled in secondary schools may also enroll in continuing education courses under defined circumstances.

The Ministry of Education supports the provision of:

(a) credit courses for adults and secondary school students in the evening and in the summer;
(b) Adult Basic Education including Adult Basic Literacy, Citizenship and Language Training, and courses in English as a Second Language or French as a Second Language for adults with a facility in either of these languages;
(c) specialized non-credit programs for school-aged children such as heritage languages and driver education.

In addition, persons who wish to return to school on a full-time or part-time basis may receive equivalency credits as outlined in Section 7.14.

Continuing education may be provided through courses scheduled in the evening, through summer school and through courses provided in the daytime at adult learning centres and adult day schools. The variety of credit courses is described by Ministry guidelines.

Continuing education is provided on the assumption that people wish to engage in purposeful learning activities throughout their lifetime. The activities described above ensure the availability of opportunities both for children and adults of the school community.

Although the main purpose of providing continuing education through evening and day classes is to benefit adults who have left school, another purpose is to accommodate some day-school students who have special curriculum needs.

A student who attends a day school may be considered for admission to an evening-class course for diploma credit after presentation of:

a) a statement signed by the day-school principal indicating:

   (i) that there has been consultation with the student regarding the proposed enrolment in evening classes, and

   (ii) that a student who is enrolled for credit in the same course in day school has the day-school principal's permission to enrol in the evening-class course; and

b) evidence of parental approval for those students who have not attained the age of majority.

This provision does not preclude the possibility of a student's auditing either a day-school or an evening-school course as a supplement to the course he or she is taking for credit.

The student's final standing in a credit course shall be reported to the principal of the day school and recorded in the Ontario Student Record Folder along with other courses taken in that school.

Where the scheduled time in any continuing-education course taken for credit is less than 110 hours fractional credits shall be awarded as outlined in Section 4.5.

7.7 Summer Schools

Summer schools, another aspect of continuing education, can provide an additional avenue by which credits may be earned.

Establishing Summer Schools

Summer schools may be established by school boards under the provisions of paragraph 29 of subsection 150(1) of the Education Act. The chief education officer of the board concerned shall notify the Management Information Systems Branch of the Ministry of Education through the June Board Report of the subjects that it intends to offer in its summer-school program.

Summer-school courses shall not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.

Students who meet the terms for admission established by the board operating the summer school may be admitted to summer-school courses.

Types of Summer-School Courses

Secondary school courses offered by summer schools may be of four types:

(a) credit courses that have not been previously studied;

(b) credit courses that are designed for students who have taken the same courses in day or evening classes during the regular school year but who have not obtained standing or who wish to improve their standing in such courses;

(c) transition courses - probably for 30 hours or 60 hours - from one level of difficulty to another;

(d) non-credit courses that are designed to meet specific interests or needs of students.

Length of Summer-School Courses

Principals shall ensure that, to qualify for diploma credit, courses not previously taken by students fulfill the same credit requirements as courses offered during the regular school year. This includes the requirement that each credit course offered be scheduled for a minimum of 110 hours. Summer courses that do not satisfy the full-credit definition must be offered as fractional credits. However, no fractional credit less than one-quarter may be assigned to any such course (see Section 4.5).

Credit courses which are repeated by students who did not previously obtain satisfactory standing, or who wish to upgrade their standing in the same course, need not be scheduled for the full time stated in the credit definition. In no case, however, may the amount of scheduled time be less than one-half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day school, not by averaging the two. Credit for a course taken during the school year and repeated at summer school shall not receive a total of more than one credit.

Recording Summer-School Standings

On or before the last day of August, a statement of the standing obtained in summer-school courses shall be issued to the student by the principal of the summer school. Where the course carries certificate or diploma credit, the standing shall also be reported to the principal of the school where the student last attended. This standing shall be accepted by the principal of the school last attended as if it had been included in the student's report and shall be recorded along with the standing of courses taken during the regular school year.

7.8 Private Schools

Credits may be earned for diploma purposes through attendance at private schools that are inspected and in which the quality of teaching and the work of the students have been deemed satisfactory by the Ministry of Education. When the principal of a private school operating a school-year program or a summer-school program applies to have a Ministry supervisory officer report on the school with respect to the standard of instruction and the work of the students in subjects leading to the OSSD and credit standing in OAC's, the Ministry of Education shall arrange for the inspection. Upon the recommendation of the principal of a private school in which the quality of teaching and the work of students have been deemed satisfactory by a Ministry supervisory officer and the Regional Director of Education, an OSSD shall be granted to students who have completed the appropriate requirements.

7.9 Non-Guideline Courses

Non-guideline courses are innovative courses that meet educational needs not met by a curriculum guideline. Such courses may be offered for either or both of the following reasons:

- to accommodate genuine local needs of a particular school or region or exceptional pupil that cannot be met by the use of a guideline course;
- to permit pilot projects in curriculum development that will benefit the students (projects that are innovative and not based on provincial guidelines).

All non-guideline courses require approval by the Ministry for purposes of diploma credit. Such approval shall be obtained before a non-guideline course is offered. Before approval is requested, careful consideration should be given to the availability of staff, facilities, financial resources, and instructional materials, as well as the possible re-allocation of existing resources within the school. Prior approval by the Ministry is also required for the textbooks to be used in connection with these courses. The following conditions pertain to all requests to offer non-guideline courses:

- The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline describing the studies to be undertaken, the rationale for offering the course (including specifying the educational need that is not met by any curriculum guideline), the grade in which the course will be offered, the objectives and evaluation procedures, the level of difficulty, the credit value, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.
- Requests for approval must be sent well in advance of the proposed introduction of the course.
- Approval, when given, applies only to a specific course at the school or schools named in the letter of approval.
- The period of time for which an approval is granted will be stated in the letter of approval.

- The principal of the school for which the course is approved must assume supervisory responsibility even when all or a significant portion of the course is conducted at some location other than the school premises and instruction is given by persons who are not on the teaching staff of the school.
- A credit for a non-guideline course cannot be substituted for a compulsory credit.
- Approvals for non-guideline courses shall be terminated with:

  (i) the publishing of a guideline in the area covered by the approved non-guideline course
  (ii) the conclusion that after evaluation or review the course no longer meets an educational need.

7.10 Exemptions from Non-Guideline Course Approval

The two types of courses that are exempt from the non-guideline course approval procedures are French as a Second Language and Religious Education in Roman Catholic Separate Schools.

Such courses are to be established under the following conditions:

- The course of study shall be approved by the school board, be kept on file, and be made available as requested by the Ministry of Education.
- The course development, instruction, evaluation, and related learning materials shall be subject to the supervision of the principal, as in any other course.
- Such matters as adherence to the definition of a credit, scheduled time, determination of the level of difficulty, and the recording of student achievement shall be consistent with the policies outlined in this document for all credit courses.

French as a Second Language

Since there is sufficient research and experience at hand to indicate that language learning is favourably enhanced through extended or immersion approaches, courses in French as a second language that constitute components of extended or immersion French programs for English-speaking students are exempt from non-guideline course approval. Other courses, such as Mathematics, Geography, and Family Studies, that are taught in French to English-speaking students and that are based on Ministry guidelines are considered to be guideline courses.

Religious Education in Roman Catholic Separate Schools

Credit courses in Religious Education in Grades 9 and 10 of Roman Catholic separate schools are exempt from non-guideline course approval provided:

- that such courses are developed by the school, a group of schools, or all applicable schools under the jurisdiction of the Roman Catholic separate school board; and
- that each student earns no more than one credit in Religious Education in each of Grades 9 and 10.

7.11 External Courses in Music

The principal of a secondary school may count the certificates listed in Appendix D, as specified, for a maximum of two credits toward the OSSD in addition to any music credits earned in the school. (See Section 4.13). These external courses in music will be reported by the principal as credits in advanced level courses.

7.12 Credit for Driver Training Courses

In secondary school basic level programs of one or more years' duration in which driving a vehicle forms an integral part of the program under study, full or partial

credit may be awarded for a driver education course offered as part of such programs according to the following schedule:

60 hours (in-class and in-car) - 0.5 credit
110-120 hours (in-class and in-car) - 1 credit

Driver education courses for students enrolled in other types of programs may continue to be offered as non-credit courses as part of the continuing education program. (For details, see the Resource Guide: Driver Education in Ontario Schools, 1977).

7.13 Transfer or Change of Course

Whenever students are allowed to transfer or change courses during the year, every effort should be made to retain the coherence of their programs as well as the other characteristics involved in the initial planning. As with the original course selection, all transfers or changes of course by students under the age of majority must also receive parental approval.

Where a student transfers from one secondary school to another secondary school, the principal of the receiving school may award credit for work started in the previous school but completed in the receiving school. Where this work cannot be completed in the receiving school, the receiving principal may, after consultation with the principal of the sending school, award a fractional credit. This fractional credit shall be not less than one-quarter credit. The receiving principal may delay the awarding of some or all of these credits until the student has completed his/her year.

7.14 Equivalent Standing for Mature Students

OSSD for Mature Students

Equivalent credits towards the OSSD may be granted to mature students who have returned to day school, are enrolled in

classes in continuing education, have obtained private-study status, or are enrolled in correspondence courses.

Mature students who have previously accumulated fewer than twenty-six credits may wish to take advantage of any of the provisions for equivalent-credit allowances stated below. Such students shall not be awarded the OSSD until they have earned, subsequent to becoming mature students, at least four Ontario credits from the Senior Division. Mature students who have previously accumulated twenty-six or more credits towards the OSSD shall complete the required number of credits to bring their total up to a minimum of thirty credits before they qualify for the diploma. In applying the criteria governing equivalent-credit allowances, a principal may consider it desirable to delay assigning some or all of the equivalent credits until students have completed one or more courses normally taken in the Senior Division.

Equivalent-Credit Allowances

In addition to diploma credits already accumulated by students - credits for which transcripts can be produced - the following equivalent-credit allowances may be given to raise the total number of accumulated credits for mature students up to a maximum of twenty-six credits:

(i) Maturity allowance: A maturity allowance of up to twelve credits may be given on the basis of age and length of time out of school. This provision recognizes that experience in the adult world can produce competence and understanding equivalent for some purposes, and to varying degrees, to that which might have been gained through formal education. Because maturity is not necessarily proportionate to chronological age, the decision regarding how many of the twelve credits will be allotted to any individual mature student is left to the principal, who will judge each case according to its merits.

(ii) Equivalent education allowance: Allowances may also be given to mature students for individual courses successfully completed but not normally identified as secondary education, if they are considered acceptable by the principal and if some form of transcript is available. Each course containing work that would normally be completed after a minimum of 110 hours of instruction may be considered to equal one equivalent credit.

Courses that are considered to be post-secondary, for example, courses that normally qualify for college or university credit, do not qualify for purposes of granting credits towards the OSSD.

(iii) Apprenticeship training allowance: Two equivalent credits may be allotted for the successful completion of each period of an apprenticeship training program under authority of the Apprenticeship and Tradesmen's Qualification Act, Revised Statutes of Ontario 1980, Chapter 24. In a modular training program, two equivalent credits may be alloted for each six units taken over and above the prescribed academic entry requirement of the particular training program authorized under the act cited above.

Equivalent credits assigned under this section shall be recorded as such in Section C of the Ontario Student Record Folder. Once they have been assessed and recorded by a secondary school principal, the equivalent credits may be transferred to any other secondary school in the province.

Stipulations Governing Credit Requirements

When a principal has determined how many credits a mature student has yet to earn towards a diploma, the student should be given guidance regarding the credit courses that are to be included in his or her program. After judging

each case on its merits, the principal may stipulate general requirements for earning the diploma. A ruling of this nature should be given to the student in writing, with a copy placed in the student's Record Folder. Any ruling should not be unduly burdensome on the student, but should be made in his or her best interests.

8. STUDENT ACHIEVEMENT, EVALUATION, ATTENDANCE AND DISCIPLINE

8.1 Achievement

Education is a process of learning that requires continuity in and exposure to learning experiences. Students must learn to work not only as individuals but also with others. This involves the student in listening, co-operating, sharing, interacting, and experiencing mutual evaluation. Students should be able, singly and in groups, to investigate, analyse, synthesize, generalize, and make occasional intuitive leaps in the pursuit of knowledge. Students and teachers should engage in educational processes that are mutually instructive, creative, and satisfying. The ability to work with and for others - both adults and peers - is an essential ingredient of the learning process. Regular attendance on the part of students is an important component of this process and of the evaluation of student achievement.

8.2 Evaluation of Students

Evaluation is not an end in itself; it is rather a part of the learning process for both the student and the teacher. Formative evaluation occurs during the course of learning; evaluation of student progress is made from the beginning of a program or unit of study until the end of it. Formative evaluation is a tool designed to keep both students and teachers aware of objectives to be achieved and to inform them of progress. When progress falters, a diagnosis is made and the curriculum, the learning materials, the teaching strategies, or the student's own approach to the subject may need to be adjusted. If a pretest indicates that a student or group of students already has mastered much of the material intending to be taught, the teacher may then consider teaching only the unknown skills or concepts, extending the unit, or enriching the unit. Summative evaluation takes place at the end of a unit or period of

time. The purpose is to judge the student's achievement in relation to the stated objectives of the course. However, no matter what evaluation processes are used within individual courses to assess a student's achievement, it is still necessary for the principal and staff to have a method of monitoring the overall progress of that student through secondary school. Once an individual student's progress and achievement have been evaluated, they should be recorded as clearly and completely as possible. The data of scholastic achievement must be recorded on the Ontario Student Transcript.

Procedures for evaluating student progress should be sufficiently varied to meet the requirements of different individuals and groups of students, different courses, the three levels of difficulty, and a variety of learning environments.

It is recognized that the most effective form of evaluation is application of the teacher's professional judgement to a wide range of information gathered through observation and assessment. In order to help teachers evaluate students, curriculum guidelines will describe appropriate evaluation techniques.

Among the most important recipients of information about student progress are parents and guardians. The traditional way to communicate this information to parents has been through the report card and/or the Student Achievement Form. Student progress should be reported regularly in a written report. Parent-teacher conferences should form part of the reporting process.

Parents should be made aware of the school promotion policy, the criteria used by the school in evaluating student progress along with any policy governing exemption from examinations, weight of term work and examinations. One way of informing parents is through the school course calendar (see Section 4.17).

8.3 Attendance

Regular attendance on the part of students is vital to the process of learning. Normally the plan of a lesson employs a variety of processes including discussion among the students themselves. A unit of study usually involves the development of a sequence of related understandings. When the processes and content of learning are disrupted by irregular attendance, both student and classmates suffer a loss of experiences that cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Expectations of participation, achievement and attendance must be realistically related to the objectives of the course and must be clearly communicated to all students and their parents.

To encourage regular attendance, the principal and staff should:

- inform both student and parents at the outset of each course the extent to which participation and attendance will be components of the evaluation process;
- ensure that the school's policy on attendance is known;
- meet with the student and parents where, in the principal's judgement, irregular attendance is jeopardizing the successful completion of the course;
- identify for both student and parents the potential consequences of irregular attendance and the alternatives that could be considered to promote a change in behaviour that will contribute to a successful program of learning.

8.4 Code of Student Behaviour

Section 23 of Regulation 262, Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General, states the requirements for pupils regarding discipline, attendance and general deportment. Since the Regulation sets requirements in broad terms only, each secondary school shall enunciate a clear code of student behaviour developed co-operatively with the help of parents, students and staff for the approval of the board. This code should emphasize a sense of self-worth and self-discipline in students and should clearly outline realistic and effective consequences for failure to meet its standards.

If it has not already done so, the school board should assist this process by developing a general set of guidelines dealing with student conduct within which the individual secondary school shall develop its code of student behaviour.

Appendix A

GLOSSARY OF TERMS USED IN THIS DOCUMENT

In order for educators to communicate effectively on a province-wide basis, it is desirable for them to have a clear understanding of certain terms that are used uniformly by the Ministry of Education and all school boards in Ontario. It is recommended that the following glossary of terms be recognized provincially and locally and be implemented in curriculum documents and related memoranda.

Co-Instructional Program That part of the curriculum which includes intramural programs, interschool programs, clubs and recreational activities.

Community-Related Package A package of courses related to a unique need or feature in the community around the school.

Compulsory Credit A compulsory credit is one which is earned for successfully completing a compulsory course. Compulsory courses are those which, as directed by the Minister, must be included in a student's program towards the earning of a certificate or a diploma. (See also elective credit.)

Course A course consists of a body of knowledge related to a subject, where "knowledge" is taken to include such features as acquiring information, understanding concepts, mastering skills, utilizing processes, gaining experiences, and developing attitudes. A course may have a subject title such as "Biology" or some other title such as "People and Politics" and is normally offered within the period of a year or less (see Subject).

Course Calendar This is the name given to the document prepared by a secondary school to inform the students and parents of the courses available in the school.

Credit A credit is granted to a student by a principal in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

Curriculum This includes all student experiences both instructional and co-instructional, for which the school is responsible.

Elective Credit An elective credit is one which is earned for successfully completing an elective course. Elective courses are those selected by a student from available courses apart from his or her compulsory courses. (See also compulsory credit.)

Exceptional Pupil An exceptional pupil is a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by a Special Education Identification, Placement and Review Committee of a board. (For the complete definition, reference should be made to the Education Act, paragraph 21 of subsection 1(1)).

French as a Second Language Programs

(i) Core: a program with a minimum of 60 hours and a maximum of 120 hours of instruction in the subject of French in any grade of the sequence.

(ii) Extended: a program with at least 120 hours of instruction in the subject of French plus at least one other complete subject taught in French for a full year, but amounting to a total of not more than 404 hours.

(iii) Immersion, partial: a program with 405 hours of instruction in at least one of its years, but not more than 689 hours.

(iv) Immersion, full: a program with 690 hours or more of instruction in at least one of its years.

Grade A grade is an annual stage in a school program. In Ontario, students are enrolled in Kindergarten, Grade 1, Grade 2, ... A course may be designated by grade and subject, for example, "Grade 11 History". Note: Such terms as "year" and "level" should be avoided when referring to the grades in a secondary school. The term "level" appears elsewhere in this glossary.

Independent Study Independent study refers to an arrangement by which a student is excused from attending some or all classes in a course in order to study independently, but under the supervision of the teacher.

Level In reference to courses offered in secondary schools, the term "level" shall mean "level of difficulty". Where circumstances permit and where it is considered desirable, courses should be offered at one or more levels, and such levels shall be named the "basic level", the "general level", and the "advanced level".

Life Skills The knowledge, skills and attitudes required for successful management of one's life.

Mature Student For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year.

Non-Guideline Course This is a course that is not developed from a Ministry curriculum guideline and, therefore, does not reflect the balance and intent of such a guideline. If offered for credit, such a course requires Ministry approval prior to implementation.

Ontario Academic Course A prescriptive, provincially designed university entrance course.

Private-Study Student A private-study student is a student who is not required to attend regular classes in a class or program, but who is an approved candidate working towards a diploma or certificate and for whom a day school principal has arranged a process of evaluation.

Program A program is a set of one or more courses. Examples include a student program, a school program, an English program, a school-related program, and a summer-school program.

Related Package A particular set of courses grouped together for a specific curricular emphasis. Each course within the package contains one or more components which are directed toward the particular emphasis.

Resource-Based Programs This refers to planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources.

Scheduled Time This refers to the time requirement of a minimum of 110 hours, as mentioned in the definition of "credit". "Scheduled time" does not include additional time spent on a course, including, for example, time normally spent on work at home.

School-Related Package A package of courses peculiar to the school and focussing on a particular subject area such as the Arts, Business Studies, Electronics and Data Processing.

Sex Equity Sex equity means equal treatment of females and males.

Shall, Should, May In reference to policy statements:

- "shall" indicates that which must be implemented;
- "should" indicates that which is strongly recommended;
- "may" indicates that which is optional.

Special Education Program A special education program means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education Services Special education services means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Student A student is a person who is enrolled in a school program. Students should never be designated by level, for example, a "basic-level student"; only courses are said to be at a particular level.

Subject A subject is a specified discipline or branch of learning. Examples include fairly broad categories such as science, or more specifically defined categories such as biology, chemistry, and physics. A student may take subjects or courses in different grades at the same time.

Appendix B

Guidelines and Courses for Grades 7-12/OAC's
(as of September, 1983)

Appendix C

Requirements for the OSSD
(updated chart as on p. 12 of HS_1, 1979-81)

Appendix D

Music Certificates Accepted for Credits

(1) OSSD

(2) OAC